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Table 27

Results of t-tests Between Personal and Job Related Demographic Characteristics for Reported Level of Job Stress

Characteristic	Category	Mean	t value	p value
Camper before staff			0.735	0.463
	Yes (N=81)	3.39		
	No (N=76)	3.28		
Counsellor in training before staff			0.958	0.340
	Yes (N=71)	3.42		
	No (N=86)	3.27		
Sex			−0.897	0.371
	Male (N=67)	3.25		
	Female (N=90)	3.40		
Camp Size			−1.3203	0.189
	Large (N=78)	3.23		
	Small (N=79)	3.44		
Education			0.842	0.402
	High school (N=105)	3.42		
	Post Secondary (N=47)	3.13		

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A post-hoc Scheffe test applied to the significant Anova for camp type indicated that the mean scores for reported fluctuation in job stress were significantly different for staff from private and church camps.

Table 30 presents the results of correlations between the camping experience and age variables and the reported fluctuation in job stress. This table contains no significant results.

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Table 28
Results of t-tests Between Personal and Job Related
Demographic Characteristics for Reported Fluctuation in Job Stress

Characteristic	Category	Mean	t value	p value
Camper before staff			−0.133	0.990
	Yes (N=81)	3.53		
	No (N=75)	3.53		
Counsellor in training before staff			1.006	0.316
	Yes (N=71)	3.63		
	No (N=85)	3.44		
Sex			0.966	0.336
	Male (N=66)	3.61		
	Female (N=89)	3.46		
Camp Size			−2.909	0.004*
	Large (N=78)	3.27		
	Small (N=73)	3.80		
Education			0.404	0.687
	High school (N=105)	3.57		
	Post Secondary (N=47)	3.49		

*Significant at the 0.05 level.

UNIVERSITY OF ALBERTA

IDENTIFYING SOURCES OF JOB RELATED STRESS IN SUMMER CAMP STAFF

by

JOSEPH PAUL PAVELKA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF ARTS

IN

RECREATION

DEPARTMENT OF RECREATION AND LEISURE STUDIES

EDMONTON, ALBERTA

SPRING 1990

Table 31 reports the results of correlations between camping experience and age with the reported effect of job stress on job performance. The results indicate that the variable of "total years as staff at present camp" is significantly correlated with the reported effect of job stress on performance. Reported effect of stress on performance decreases slightly as the number of years as a staff member

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Table 29

Results of ANOVA for Job Title, Type of Work, and Camp Type for Reported Fluctuation in Job Stress

Demographic Variable	Category	Mean	F ratio	p value
Job title			3.586	0.008*
	Grand mean (N=155)	3.54		
	Counsellor (N=80)	3.70**		
	Instructor (N=25)	2.80**		
	Activity head (N=28)	3.50		
	Section head (N=20)	3.50		
	Resource staff (N=3)	3.33		
Type of Work			4.566	0.009*
	Grand mean (N=150)	3.51		
	Cabin counsellor (N=78)	3.80		
	Instructional (N=28)	3.50		
	Supervisory (N=37)	3.68		
Camp Type			3.544	0.031*
	Grand Mean (N=156)	3.53		
	Private (N=39)	3.92**		
	Agency (N=43)	3.54		
	Church (N=74)	3.32**		

*Significant at the 0.05 level

**Denotes pairs of means significant at the 0.05 level by post-hoc Scheffe test.

at the present camp increases. A staff member who spends a number of seasons working at one particular camp is most likely quite confident in his or her abilities and performance. This would be especially true if the staff had received promo-

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Table 30
Results of Correlations between Camping Experience and Age with Reported Fluctuation in Job Stress

Demographic Variable	r	p value
Total years as camp staff	−0.139	0.084
Total years as staff at present camp	0.023	0.773
Total years at present camp any capacity	0.028	0.731
Age	−0.051	0.529

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TITLE OF THESIS IDENTIFYING SOURCES OF JOB RELATED STRESS IN SUMMER CAMP STAFF

DEGREE FOR WHICH THIS THESIS WAS PRESENTED MASTER OF ARTS IN RECREATION

YEAR THIS DEGREE GRANTED SPRING 1990

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(SIGNED) Joe Pavelka

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Hamilton, Ontario
L8T 1X4

DATED Apr. 20, 1990

Table 31
Results of Correlations Between Camping Experience and Age with Reported Effect of Job Stress on Job Performance

Demographic Variable	r	p value
Total years as camp staff	−0.154	0.054
Total years as staff at present camp	−0.108	0.008*
Total years at present camp any capacity	−0.095	0.238
Age	−0.142	0.076

*Significant at the 0.05 level.

tions during the time they spent at that particular camp. No other results proved to be significant in Table 31.

Results of t-tests between personal and job related demographic characteristics with reported effect of job stress on job performance yielded one significant result, as is illustrated in Table 32. This table indicates that the mean response for the reported effect of job performance on job stress is significantly higher in staff from small camps than for those in large camps.

Table 33 presents the results of the analysis of variance for job title, type of work, and camp type with reported effect of job stress and job performance. This table contains no statistically significant results.

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled IDENTIFYING SOURCES OF JOB RELATED STRESS IN SUMMER CAMP STAFF submitted by JOSEPH PAUL PAVELKA, in partial fulfillment of the requirements for the degree of MASTER OF ARTS

Jan James Supervisor

Lou Lanier

Erwin Miklos External Examiner

Table 32
Results of t-tests Between Personal and Job Related
Demographic Characteristics for Reported Effect of Job Stress on Job Performance

Characteristic	Category	Mean	t value	p value
Camper before staff			0.827	0.410
	Yes (N=81)	2.73		
	No (N=76)	2.58		
Counsellor in training before staff			0.626	0.532
	Yes (N=71)	2.72		
	No (N=86)	2.61		
Sex			0.291	0.771
	Male (N=67)	2.69		
	Female (N=90)	2.63		
Camp Size			−2.17	0.032*
	Large (N=78)	2.46		
	Small (N=79)	2.85		
Education			0.921	0.359
	High school (N=105)	2.71		
	Post Secondary (N=47)	2.53		

*Significant at the 0.05 level.

For my mother, Rosa, my father, the late Joseph Pavelka.

For my brother, George, and my sisters, Rita and Cecilia.

And for my wife, Mary.

ABSTRACT

Research in the area of recreational summer camps is limited; the majority of this research is concerned with issues of staff management. The current study used a conceptual framework based on the work of Katz & Kahn's (1978) role episode model, and the derived concepts of role conflict and role ambiguity, in an attempt to explore the extent and the sources of job stress in summer camp staff. Questionnaires were administered to a sample of 157 summer camp staff members, in the fifth week of the summer season, selected from a total of 13 residential summer camps in Ontario. In addition, 29 interviews were conducted with members of the same sample. The questionnaires included demographic items, as well as measures of role conflict, role ambiguity, job satisfaction, and job stress. The interviews covered similar areas, but were intended to probe more deeply into the specific kinds of job related situations in the summer camp setting that prove stressful to the staff members.

The analysis of these data revealed that role conflict, role ambiguity, and job stress do exist in the summer camp. Certain demographic variables, such as the sex of the staff member and the size of the camp were associated with the role conflict, role ambiguity, and level of job stress of the staff member. Role conflict and role ambiguity were associated significantly with increased job stress and decreased job satisfaction, although the relationship was not strong. While role conflict and role ambiguity do exist, and are sources of job related stress they do not explain all variation in job stress. Based on the results of this study several recommendations are made for camp directors, and a number of exciting new directions for the study of summer camp staff management are suggested.

Table 33

Results of ANOVA for Job Title, Type of Work and Camp Type for Reported Effect of Job Stress on Job Performance

Demographic Variable	Category	Mean	F ratio	p value
Job title			0.542	0.705
	Grand mean (N = 156)	2.66		
	Counsellor (N = 80)	2.75		
	Instructor (N = 25)	2.60		
	Activity head (N = 17)	2.59		
	Section head (N = 20)	2.70		
	Resource staff (N = 14)	2.29		
Type of Work			0.540	0.584
	Grand mean (N = 152)	2.70		
	Cabin counsellor (N = 78)	2.74		
	Instructional (N = 36)	2.53		
	Supervisory (N = 38)	2.76		
Camp Type			0.068	0.934
	Grand Mean (N = 157)	2.66		
	Private (N = 40)	2.68		
	Agency (N = 43)	2.70		
	Church (N = 74)	2.62		

ACKNOWLEDGEMENTS

Special thanks are extended to Drs. Jan James, Erwin Miklos, and Lou Lanier.

Thanks are also extended to the Ontario Camping Association for their consistent support of my research and for their ongoing commitment to excellence.

To the camp directors who administered the questionnaires, and the staff members who answered them, I am extremely grateful.

Predicting Job Stress and Satisfaction from Role Conflict and Ambiguity

The fourth objective of the study was to test whether role conflict and role ambiguity affect job stress and job satisfaction. Table 34 presents the results of the Least Squares Regression, used to determine the extent to which role conflict scores can be used to predict job stress and job satisfaction scores. The results of these tests are all significant, with p values for the regression lines of 0.00 at two decimal places. The strength of the relationship varies with each pair of variables. The F statistic and adjacent p values present the results of the omnibus test and allow the rejection of the hypothesis that all slopes equal zero. In all cases in Tables 34 and 35, these results are significant, and interpretation of the results of the regression of the dependent variables (job stress and job satisfaction) on the independent variables (role conflict and role ambiguity) can proceed. The r value describes the strength of the relationship between each pair of variables presented. This value can be squared to express the amount of variation in job stress or job satisfaction that can be explained by variation in role conflict or role ambiguity.

In order to understand the actual relationships between each pair of variables in Tables 34 and 35, it is necessary to recall the regression equation

$$y = bx + a$$

where y is the predicted value of the dependent variable given the slope of the line (b) and the value of y when $x=0$ (a). The slope of the line appears in Tables 34 and 35 as the role conflict or role ambiguity coefficient, and the value of y when $x=0$ is the intercept, or the constant. In the first line of Table 34, the constant is 2.0, which means that if the role conflict score was zero, all staff members still have an average stress level of 2.0. By inserting the value of 0 for x (role conflict), the predicted value of y (stress level) is 2.0. Given the p values for these coeffi-

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Table 34

Results of Least Squares Regressions – Predicting Job Stress and Job Satisfaction from Role Conflict

Dependent Variable	N	r value	F ratio	p value	Constant	Role Conflict Coeff.
Stress Level	157	0.29	14.09	0.00	2.00 (p=0.00)	0.04 (p=0.00)
Stress Fluctuation	156	0.24	9.12	0.00	2.29 (p=0.00)	0.035 (p=0.00)
Stress and Performance	157	0.25	9.97	0.00	1.38 (p=0.00)	0.036 (p=0.00)
Total Job Satisfaction	157	−0.58	78.77	0.00	28.92 (p=0.00)	−0.23 (p=0.00)

cients is < 0.05, these coefficients, the constant and the slope, can be used to predict the value for y (stress level) given any value of x (role conflict). By increasing role conflict by one unit ($y = (.04)(1) + 2.0$), the predicted value of y, stress level, increases to 2.04. For every increase of one unit of role conflict, the stress level of the staff member increases by 0.04. Although not a large increase, it is nonetheless statistically significant. A similar relationship exists between role conflict and reported fluctuation in job stress, and between role conflict and the reported effect of job stress on job performance.

The relationship between role conflict and job satisfaction is negative, and significant. In this case, the constant is 28.92, indicating that when role conflict equals zero, the job satisfaction score is 28.92, but with every one unit increase in role conflict, job satisfaction decreases by 0.23.

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The results in Camp Directors similar relationships between role ambiguity and the three measures of stress and the measure of satisfaction. With every one unit increase in role ambiguity, we can predict an increase of 0.053 in stress level, 0.062 in stress fluctuation, and 0.037 in effect on performance. With every one unit increase in role ambiguity, job satisfaction decreases by 0.25.

Table 35
Results of Least Squares Regressions – Predicting Job Stress and Job Satisfaction from Role Ambiguity

Dependent Variable	N	r value	F ratio	p value	Constant	Role Ambiguity Coeff.
Stress Level	156	0.38	25.57	0.00	1.57 (p=0.00)	0.053 (p=0.00)
Stress Fluctuation	156	0.39	27.30	0.00	1.45 (p=0.00)	0.062 (p=0.00)
Stress and Performance	156	0.24	9.02	0.00	1.42 (p=0.00)	0.037 (p=0.00)
Total Job Satisfaction	156	−0.59	81.63	0.00	29.16 (p=0.00)	−0.26 (p=0.00)

Results of Open-Ended Questions

The purpose of both the open-ended questions and the interviews was to attempt to identify at a more specific level those situations in the summer camp program which create role conflict, role ambiguity, and job related stress for the staff members (objective five of the study).

Every respondent did not complete all four open-ended questions. Some respondents offered one or two complete comments for each question. Some respondents also repeated responses in the same question. For example, when

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Table 36

Sources of Job Related Stress as Reported by Staff in Open Ended Questions

Source	Number of Respondents Who Identified This Source of Stress	Percentage of Respondents Who Identified This Source of Stress
Staff Related		
Personal conflict among other staff	39	24.8
Lack of support from other staff	29	18.4
Conflict with supervisors	10	6.3
Camper Related		
Poor attitude of campers	22	14.0
Dealing with problems campers	21	13.3
Dealing with campers in general	13	8.2
Program Related		
The unrelenting responsibility for children	16	10.1
The pace of the daily camp program	16	10.1
Canoe tripping and subsequent responsibilities	16	10.1
Special program planning	14	8.9
Lack of equipment	11	7.0
Program ambiguity	7	4.4
Organization Related		
Camp rules	11	7.0
Deadlines	11	7.0
Lack of free time	9	5.7
Evaluations	8	5.0
Lack of feedback	8	5.0
Poor communication among staff	8	5.0

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Ten respondents indicated that conflict with their supervisor was a source of job stress. The majority of those who indicated they experience conflict with their supervisors attributed it to a variety of personality differences.

A total of 35 percent of the respondents indicated that dealing with campers in some way was a form of stress. Most cited 'poor attitude' on the part of campers as the most important stress associated with campers. An inability to motivate the campers was identified as another cause of stress for staff.

Problem campers were another area of concern for some staff. Many respondents indicated that emotional problems and broken homes were contributing to the behavior problems of the campers. Just under 10 percent of the sample believed that dealing with campers in general was a cause of stress.

A wide variety of program related items were reported to cause stress. Ten percent indicated that the basic responsibility of caring for campers caused them stress. The hectic pace of daily programming was also believed to cause stress according to the respondents.

Canoe tripping and preparation was reported to cause stress in 10 respondents. Trip preparations may be viewed as an extra burden for the staff as they indicated that it results in stress.

Planning special programs was viewed as causing stress by 8.9 percent of the sample. A lack of equipment is also reported to cause stress as is program ambiguity.

Organizational stressors are those for which the camp administration is responsible. These include camp rules or policies, deadlines, amount of free time, staff evaluations, feedback, and communication among staff. Each response is one that the camp organization has the ability to manipulate as it sees fit. In total,

43.5 percent of the 157 respondents reported that organizational stressors were experienced during the summer (Table 36).

Table 37 presents those responses which were reported with the highest frequency to the lowest frequency. Only those responses which attained a frequency of six or higher were were included in the table. This cut-off point was chosen in order to allow for the presentation of as much data as possible, without including a long list of unique responses. The actual cut-off point of six was partly arbitrary, but deemed reasonable to achieve this objective. This same rationale applies to the cut-off values in the other tables. Thirty-six different responses were reported, fifteen appear in the Table 37.

Summer camp staff appear to be able to identify periods in which job stress is relatively high. The end of summer period received the greatest number of responses. Many staff indicated that they were either 'burned out' or simply tired by the end of the summer. Change over periods, that is, from the time the previous campers leave to the time the new campers arrive, was cited because staff indicated they often had to move to another cabin at this time. Staff reported that the stress and labor involved with packing, moving, and unpacking especially during a period of time when staff are supposed to be on time-off was considered to be a significant source of stress. The pre-camp period was considered to be highly stressful because staff meet each other for the first time and an individual's skill level at various activities may be tested in the presence of peers.

Additional sources of stress include being unaware of the program, and 23 respondents gave this as the reason that the first week of camp was stressful. The pressure of meeting new campers and "making them like me" was the pri-

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Table 37

Periods of Increased Stress as Reported by Staff in Open-Ended Questions

Period	Number of Respondents Who Identified This Period of Stress	Percentage of Respondents Who Identified This Period of Stress
End of summer burnout	30	24.8
Change over periods (between sessions)	24	15.2
First week of regular camp	23	14.6
Staff training week	23	14.6
First day of each new session	22	14.0
Canoe trip and preparation	22	14.0
Mid-summer period	20	12.7
Staff evaluation periods	12	12.7
Periods of extended and extreme heat	12	7.6
Clashes with other staff	12	7.6
Last day of each session	12	7.6
Parents/visitors days	11	7.0
Camper bed times	11	7.0
Rainy days	7	4.4
During a time of a staff relationship	6	3.8
During a theme day	6	3.8

CHAPTER ONE

STATEMENT OF THE PROBLEM

mary reason for the [illegible] by staff on the first day of each session. The mid-summer period was most often referred to as the "mid-summer blues" and development of young people. There is a general recognition of the benefits of camp [illegible] to enhance the growth and development of young people. There is a general recognition of the benefits of these camps as means

and the derived concepts of role conflict and role ambiguity have been widely used in studies of job related stress, employee satisfaction and performance in a variety of organizational settings. The concepts of role conflict and role ambiguity are relevant to understanding the experience of a staff member at a summer camp. Likewise, understanding and controlling or minimizing job stress in the camp may be critical to designing and implementing a successful staff management program.

Table 38
Behavioral Responses to Job Stress as Reported
by Summer Camp Staff in Open-Ended Questions

Response	Number of Respondents Who Identified This Response to Stress	Percentage of Respondents Who Identified This Response to Stress
I become more irritable with campers and staff	41	29.9
I become more tired	33	24.8
I lose interest in my work	37	23.5
I lose my patience with the campers	32	20.5
My performance suffers	29	18.4
I withdraw more	15	9.5
I work even harder	14	8.9
I rebel against the organization	10	6.3
I become angry at other staff	10	6.3
I tend to lose sleep	9	5.7

It is primarily the responsibility of the camp director to ensure that the staff management program is meeting the needs of the organization and its members. The summer camp director assumes an even greater burden of responsibility than a director or manager in most other employment fields. Residential summer camp staff not only work at the site, they also live at the camp. Under these circumstances, far more than just job related needs must be met. Directors of residential summer camps must concern themselves with the physical, social, and emotional well being of staff members . To a certain degree, these kinds of needs must be met within the environment of the camp. There are very few other work environments in which the organization and it's managers accept such responsibility.

Over the years the nature of young people who occupy the positions as camp staff has changed. The reasons for taking a summer job at a summer camp have changed as well. Becker (1984) indicated that staff are now more concerned with acquiring skills for later life than they were in the 1950s and 1960s. The summer camp organization and the needs of the staff members are becoming more complex. management programs must address these areas if they are to be successful. The application of principles and concepts from the field of business management and organizational behavior seems appropriate for today's summer camp and their staff. An approach which acknowledges that summer camp staff

are members of complex organizations may permit directors to uncover sources of job related stress which have previously been overlooked. Once identified, these sources of stress may be addressed and minimized within the organization, thus increasing the likelihood that staff members will enjoy a more positive experience at camp, perform well for the organization, and even return the following summer. Summer camp staff management programs should address staff concerns and needs if summer camps are to continue to attract responsible youth as staff members.

Table 39
Methods of Coping With Job Stress as Reported by Summer Camp Staff in Open-Ended Questions

Method of Coping	Number of Respondents Who Identified This Method of Coping	Percentage of Respondents Who Identified This Method of Coping
Talk about the stress to close friends	62	39.4
Spend time by myself	40	25.4
Try to get more sleep	38	24.2
Vigorous exercise	24	15.2
Try to solve problem immediately	21	13.3
Leave camp during time off	21	13.3
Get involved in an activity	21	13.3
Talk about the problem to supervisors	16	10.1
Turn to God for help	16	10.1
Listen to music	11	7.0
Try to relax	10	6.3
Try to ignore the problem	9	5.7
Go out and have fun	8	5.0
Work harder	7	4.4

Purpose and Objectives

The purpose of the study was to identify sources of job related stress in summer camp staff, and to make recommendations for camp directors on stress reduction and management. Because role conflict and role ambiguity (defined and discussed below) have been found to be major sources of job related stress in many organizational settings, it was assumed that these two factors would be present in the summer camp setting, and might have an effect on the level of job stress and job satisfaction of the staff. It was also assumed that certain personal and job related demographic variables, such as the age and sex of the staff member and the size and type of the camp, might affect the extent of role conflict and role ambiguity experienced, and the level of job satisfaction and job stress.

More specifically, the objectives of the study were as follows:

1) to measure the level of role conflict and role ambiguity experienced by summer camp staff members;

2) to determine whether role conflict and role ambiguity are related to personal and demographic variables;

3) to determine whether job satisfaction and job stress are related to personal and demographic variables;

4) to test whether role conflict and role ambiguity are related to job satisfaction and job stress;

5) to identify at a more specific level those situations in the summer camp program which create role conflict, role ambiguity, and stress for staff members; and,

6) to discuss the results of this study and make concrete recommendations for camp directors regarding their staff management programs.

The outcomes of the study hold theoretical and practical implications for the camping and organizational analysis fields. Role conflict and role ambiguity have been studied in a wide variety of employment situations, but never in the residential summer camp. This study represents another empirical test of the relationship of role conflict and role ambiguity to job satisfaction and job stress. Perhaps more importantly is the investigation of these variables in summer camp staff management, which suffers considerably from a lack of theoretical direction and empirical study. The application of well developed concepts and measurements from the field of organizational analysis could lead to a more sophisticated approach to employee management than has previously existed.

The practical or applied aspects of the study focus upon the actual management of residential summer camp staff. The results of this study may offer camp directors a new perspective and a better insight into staff problems and staff management in general. By helping to identify sources of job related stress in their own summer camps, and by having a better understanding of summer camp staff stressors, directors may be in a better position to develop staff management programs which could reduce the negative outcomes of job stress. Employment environments with reduced amounts of negative stressors have been shown to have

Interview Results

A total of 29 interviews were conducted involving staff from large and small camps, male and female staff, and those from all three types of camps, and staff in various positions. Five of the six camp clusters were represented in the interview data, but no staff from the large agency cluster volunteered to participate. A qualitative analysis of the interview data revealed a number of identifiable themes in the responses. These are discussed below.

The first question asked the respondents to identify the aspects of camp that caused the greatest amount of stress. The overwhelming response was that stress originated in dealings with other staff. It appears that staff relations are not only a positive element in staff retention but, they may also act negatively as a source of job stress. Most of the staff that identified staff relations as a stressor added that it was a certain staff member's 'incompetence' that caused the stress. One staff member explained that, "if I didn't do it, it wouldn't get done," in referring to the counsellors for whom he was responsible. Another staff member explained "one of the guys I worked with just didn't want to be there," in response to a question asking him why he thought he had to work extra hard. Staff working in teams (usually as co-counsellors) indicated the level of stress they experienced completely depended on who their partners were. A first year female counsellor stated that "it (stress) completely depended on who your co-counsellor was." There was never any indication that the interviewees were the staff who caused the stress in each case someone else was the source of discontent.

Another emergent theme pertaining to question one was that of poor director/staff relations. Displeased staff in this area generally claimed that camp directors did not treat them with the appropriate respect, and that staff were generally ill-informed of the director's plans which ultimately affected the staff.

better employee performance and staff retention, both of which are recurring problem areas in summer camp staff management. Often, it is the counsellor staff who is the last to be informed of a program change. Receiving inadequate advanced warning regarding program innovations is considered to be a significant stressor for most summer camp staff. A first year staff member stated that "the junior staff didn't appreciate not knowing what would be planned for that evening." This counsellor argued that staff should receive more than one hour warning regarding program changes.

The second question asked the respondents to identify periods of time during the summer, in which job stress was at a higher level. Two themes emerged in opposition to each other. The first theme supported the results of the open-ended questions in that the periods of increased stress were the mid-summer period and the end of summer period. The second theme ran in opposition to the first theme in that, job stress appeared to be at the highest level at the start of the summer and slowly faded until there was very little stress at the end of the summer. The first theme was reported by approximately 70 percent of the interview sample and the second theme was noted by about 30 percent of the sample. Therefore, the majority of staff appear to begin the summer with little stress and finish with higher levels. The staff were not able to articulate the reasons for this pattern, other than "I was tired," or "burned out."

The second theme pertaining to reported fluctuation in job stress implies that staff experience the greatest amount of stress during the early stages of the summer and eventually it decreases to an insignificant amount of stress. This pattern seems to come about because staff are concerned about their jobs and meeting new people at the start of summer, but as the summer progresses those concerns are lessened. One counsellor stated that "in the third session I knew what my job as a counsellor involved," which implies that it took him until the third session to become comfortable with his duties. The staff who indicated they had experienced

Limitations and Delimitations

This study employed a survey method for data collection. The limitations inherent in this method should be stated. The study measured the perceptions of the respondents, thus the data are only as accurate as the respondents ability or desire to accurately communicate the situation within the context of the measurement tools. Other, external factors (such as distraction due to personal matters) may have affected the respondents perception of the camp environment.

The study was administered during the fifth week of regular camp. The extremely hectic pace of a regular camp program may have caused the respondents to hurry in completing the questionnaire. The timing of the administration of the questionnaire (the fifth week of regular camp), in that it was a very busy period, also contributed to a quantity of missing data. Administering the questionnaire at this time seemed appropriate because it was felt that accurate readings of role conflict, role ambiguity, job satisfaction, and job stress could be best obtained at this time, even though there was the possibility of incomplete questionnaires being returned.

The delimitations of this study are presented so as to caution the reader with regard to generalizing the results of this study. This is not to say that these results could under no circumstances be inferred to any other camp staff population, rather, the reader should exercise caution in doing so. The results of this study may not be applicable to all camp staff, or to staff at all camps.

Definitions 103

In this section several key terms which appear throughout the thesis are defined as they pertain to the study.

A *residential summer camp* is an organization which caters to young people, is organized, that is it contains structured programs and requires the clients to reside at the specified facility for the duration of their involvement with the organization.

The terms 'general program' and 'traditional program' will be used synonomously in this study. A *general or traditional program* refers to a group of planned activities associated with a residential summer camp which concentrates on a wide variety of activities. Each program is based on customary camping values such as the enjoyment of the out-of-doors, sports, and a community of friends (Robinson, 1988).

A *staff member* is one who is employed at a residential summer camp (for no less than six weeks) and also resides at the camp for the duration of his/her employment. For the purpose of this study, only those staff directly involved with the program or the clients were surveyed. Support personnel such as maintenance, kitchen, administrative, and management staff (this latter group generally includes camp directors and assistant directors) were excluded from the study.

A number of staff positions are commonly associated with a residential summer camp. A *camp counsellor* is a staff member who is assigned the care and supervision of a group of campers for a specific amount of time. A counsellor may or may not be required to sleep in the same residence as the campers, but this is usually the practice. A counsellor may also hold another title such as an activity instructor or even a section head, but his or her primary responsibility is the care and supervision of the assigned campers.

themes emerged. The first theme was concerned with improving staff recruitment

An *instructor* is a staff member who is generally assigned to teach a 104
specific activity such as canoeing or sailing. An instructor's primary concern is to
procedures. The second theme was concerned with increasing clarity in the infor-
teach in his or her area of expertise but may be called upon to perform other duties
mation which is disseminated throughout the camp, and the final theme expressed
such as counselling. For the purposes of this study those persons whose primary
a general need for more time-off.
responsibility was lifeguarding or leading canoe trips were included as instructors.
The camp should "be more selective when recruiting staff", stated a sec-
An *activity head* is a staff member who is responsible for a particular ac-
tion head who had experienced a considerable amount of stress in relation to his
tivity. Examples included the sailing director or the waterfront director. Activity
supervisory duties. Another section head claimed that "they had hired all the poor
heads are responsible for the administration and programing of the activity
staff from last year." Other staff indicated that there is a real need to recruit older
whereas instructors generally only teach the activity under the direction of the ac-
staff. Most staff also claim that their camps should improve the mechanisms for
tivity head. In addition to teaching, an activity head may be responsible for
the dissemination of information throughout the camp. Most of the staff firmly
program design, purchasing and maintenance of equipment and the supervision of
believed that if they are to do a better job in the future they will require more time-
instructors in that particular area. An activity head generally does not take on ad-
off, either during the day, or actual scheduled time away from camp.
ditional roles but in some camps this person may be called upon to be a counsellor
The results of the analysis of the questionnaire and interview data have
for specified periods of time.
been presented in this chapter. A discussion of these results will be presented in
A *section head* is one who is generally responsible for two or more coun-
Chapter Five.
sellors. The section head's primary concern is the supervision of the activities and concerns of the cabin units in his or her care. A section head may also be responsible for programming, instructing, and counselling.

The term *resource staff* refers to a person who does not have a specific title or position but because of previous experience or qualifications is seen as an asset to the camp program. This person is generally older than the typical counsellor and is involved in a variety of areas as the need arises.

The concepts of role conflict and role ambiguity are derived from the role episode model of Katz & Kahn (1978). These concepts are discussed in detail in Chapter 2, however a brief definition is warranted here. *Role conflict* is defined as "the simultaneous occurrence of two or more role expectations such that com-

pliance with one would make compliance with the other more difficult" (Katz & Kahn, 1978). *Role ambiguity* exists when an occupant of an office within an organization is uncertain as to exactly what behavior is expected of them, because the necessary information is not available (Katz & Kahn, 1978). This study revealed that staff in summer camps experience role conflict, role ambiguity and job related stress. Certain demographic variables have been identified which are associated with the extent of role conflict, role ambiguity, and job stress experienced. Role conflict and role ambiguity have been shown to be negatively related to job satisfaction and positively related to job stress. A number of specific items in the summer camp have been identified as those contributing to which the expectations are not met will determine the level of anxiety. The *role set* is comprised of those individuals in the organization who can affect the focal person's behavior through the use of authority or influence. The *focal person* is simply the individual who is being discussed at any time.

CHAPTER FIVE
DISCUSSION AND CONCLUSIONS

Job satisfaction refers to the level of enjoyment or need gratification that individual derives from the various components of the job. *Job stress* may be created by any aspect of an individuals job environment. Job stress occurs when individual's expectations regarding any aspect of the job experience are not met. This refers mainly to a negative experience producing anxiety. The degree to which these expectations are not met will determine the level of anxiety. The role episode model is comprised of the role episode model and an exploration of a model. As well, the focal person's behavior through the use of authority or influence. The *focal person* is simply the individual who is being discussed at any time.

This chapter includes a discussion of the role conflict and role ambiguity results as they pertain to the role episode model and an exploration of a model. As well, a discussion of the demographic data, a discussion of the recommendations for policy and finally, recommendations for further research.

Discussion of the Role Conflict and Role Ambiguity Results

In Chapter Two it was argued that the Katz and Kahn (1978) role Episode Model is a relevant and useful tool which could be used to explore role conflict and role ambiguity in summer camp staff. In this section the role episode model is modified to reflect a typical summer camp, and the results are discussed as they pertain to the modified role episode model.

Summer Camp Organization

The majority of summer camps in Ontario are complex organizations. A complex organization is one with several levels of management and staff. A complex organization contains a hierarchy of authority within which information is disseminated and gathered. The hierarchy of an organization is also referred to as the configuration. In studying role conflict and role ambiguity it is important to have an understanding of the configurational structure and lines of communication

of the organization, which determines who must report to whom. This holds great implications for role conflict because the primary form of role conflict may exist when one person must report to two supervisors. An understanding of the lines of communication within an organization is important because within these lines information is passed up and down the hierarchical structure. When the lines of communication fail to disseminate information adequately, role ambiguity may occur.

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Figure 1 shows the basic configurational structure of personnel at a summer camp as discussed in this study.

Figure 1 – Configurational Structure of a Typical Summer Camp

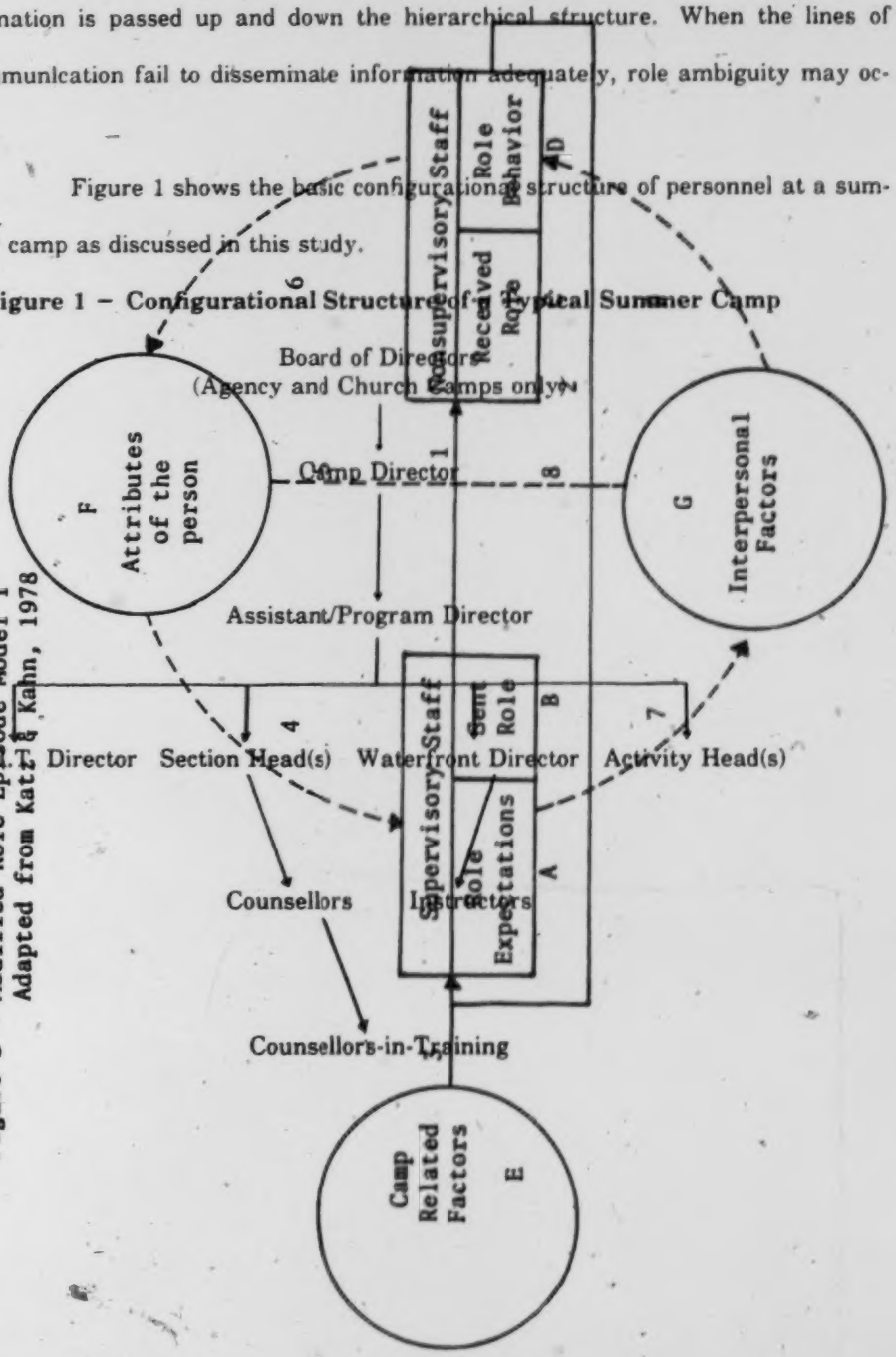

Figure 3 - Modified Role Episode Model I
Adapted from Katz & Kahn, 1978

There may be as many as six section heads at a camp at any time, and even more activity heads. Smaller summer camps may have fewer specialized positions. Rather than having several section heads, a small camp may have only one head counsellor, that is, one person who would assume the duties of all the section heads. Large camps generally follow a similar structure to that described above. The configurational structure of a summer camp is dynamic and may change from season to season.

The board of directors is primarily responsible for the continued operation of the camp with regard to finances, public relations, and some administrative matters. The board of directors works closely with the camp director on most matters. Whoever is in charge of the management of the camp (usually the director, if there is no board of directors) is generally responsible for the design of the camp program, the formulation of policies and regulations regarding camp life, all administration, recruitment and training of staff, the scheduling of staff and the programs, and the creation of the general tone and atmosphere of the camp.

Section heads and activity heads with guidance from camp management personnel are generally responsible for the content of daily programs, supervision of instructors and counselling staff, and ensuring that the daily schedule is adhered to. Section heads and activity heads are also generally responsible for decision-making within their area of responsibility.

Counsellors and instructors generally concern themselves with carrying out the daily program. They are also responsible for the majority of staff contact with the campers. As this group of staff has the greatest amount of contact with the campers, they are often considered to be the most important group of staff at the camp.

Figure 3. presents the Modified Role Episode Model. The processes of this model are the same as the original version, but some of the sub-headings are changed to suit the organization of the summer camp. This is done so that the reader can better understand how role conflict and role ambiguity may cause stress in a complex organization of a summer camp. By discussing the role conflict and role ambiguity results with the modified role episode model one can better understand how role conflict and role ambiguity operate in a summer camp setting. A description of the model is be followed by a discussion of the results as they pertain to the model.

The model focuses on the areas of expectations, sent role, received role, and the focal person's behavior. It is in this part of the model that the expectations are formed by the supervisory staff and passed on to the non-supervisory staff. Supervisory staff include section heads, activity heads, and relevant resource staff. The non-supervisory staff category includes counsellors, instructors, and other staff member in a non-supervisory capacity. Non-supervisory staff generally make-up about 70 percent of the staff and supervisory staff consist of about 18 to 30 percent of the total staff. The non-supervisory staff receive the sent role and then act incorporating the expectations of their supervisors to the best of their ability or desire. For example, the interactions from the expectations to the behaviour stage can outline the process by which a counsellor is to learn of his or her duties from his or her section head. Of course, there are more factors involved in this interaction such as the Camp Related Factors, Attributes of the Person, and Interpersonal Factors.

Camp Related Factors include such elements as: the philosophy and objectives of the camp, traditions, policies and procedures, program, norms and

CHAPTER TWO
LITERATURE REVIEW

The purpose of this chapter is to discuss role conflict and role ambiguity as a promising new direction for future camp staff management research, and will begin with a survey of current camping research. This is followed by a presentation of the role episode model and a discussion of the impact and applications of these concepts to job stress/satisfaction research. The current use of these concepts by some researchers in the field of recreation is presented, and finally, it is argued that role conflict and role ambiguity are sophisticated conceptual and methodological tools which could greatly facilitate the understanding of the many dimensions of successful camp staff management.

Camping Research

In the field of camping research, there is a great deal of interest in various aspects of the management of camp staff. This is very much a practical concern for camp directors, since high quality, high performing staff are an essential ingredient of successful operations. Staff retention, specifically counselor retention, has long been a central issue. During the 1950s and 1960s there was a considerable amount of research into camp staff management, however, it was not until the middle of the 1980's that interest again arose in this area. The literature in this area is thus concentrated in these time periods. Generally, answers to the question of why counselors return to work at summer camp include liking children and the outdoors (Mirkin, 1955; Ott, 1956), adequate time off, good staff-director relations, good food (Metcalf, 1957), and getting away from the city, having fun, and making some money (Kaufman, 1963).

values, and the administrators. These factors account for a great deal of the organizational culture of the camp. The philosophy and objectives of the camp may dictate the type of program which also dictates the type of staff and skills required to operate the camp. Camp traditions, policies and procedures effect the manner in which people behave and relate to each other. Thus the norms and values of the organization are created through repeated interaction incorporating camp tradition, policies and procedures. The camp administrators are those individuals with the authority to direct any aspect of the camp for the perceived betterment of the organization.

The elements contained in 'camp related factors' can affect any aspect of the camp. However, these factors most directly affect the model by assisting the supervisory staff in the development of the role expectations for the non-supervisory staff. Camp administrators, through the development of policies and procedures can also ensure that the structural mechanisms are in place so as to allow camp supervisors the freedom and support to do their jobs effectively.

Attributes of the Person include the motivational and behavioral factors of the staff member, or the focal person. This component of the model includes such factors as: the reason why the individual is working at camp, what the person hopes to gain from being a staff member at camp, how well the individual can adapt to camp life, and how earnestly the individual wants to do well at camp. It also includes other non-motivational factors such as: cognitive development, skill level in relevant activities, camp experience, and personal confidence.

The attributes of the person affect the individual's camp experience and perception of role conflict and role ambiguity in several ways. These factors can often determine how the focal person is perceived by the role set, or the supervisory staff. During pre-camp, supervisory staff begin to evaluate the persons in their

More recently, research in this area has turned to more sophisticated explanations, such as the utilization of personal skills and talents, and personal satisfaction and enjoyment (Servidio, 1981). In 1982, Henderson added 'other staff members' to the list of reasons for wanting to work in a summer camp. during pre-camp that the attributes of the person account for the first impressions,

Becker (1984) applied Herzberg's (1971) motivation-hygiene theory of job satisfaction to summer camp staff research in order to determine more accurately what aspects of the camp counselors' job were perceived as positive and would therefore be related to the intent to return to camp. Herzberg argues that humans face essentially two sets of needs, the need to avoid pain and dissatisfaction (hygiene needs) and the need for psychological growth and satisfaction (motivation needs). In the normal job setting, these manifest as, for example, job security and salary as hygiene factors, and achievement and recognition as motivating factors. According to Becker (1984) the motivation needs drive summer camp staff, consequently directors should focus upon ways of motivating staff, such as giving responsibility, providing opportunities for achievement, and providing recognition. He also suggests reasonable steps which can be taken to reduce dissatisfaction, such as the maintenance of good interpersonal relations among counselors, supervisors, and the camp director. Becker also points out that males and females may have differing attitudes about returning to camp, and that job related experience is very important to counselors today who are preparing to enter the competitive job market (Becker, 1986a).

Beck (1986), in discussing the importance of supervisory staff to a successful summer of camping, emphasized the importance of maturity, sensitivity, responsibility, and a good understanding of the other job roles at camp. Supervisory staff must have the ability to relate well to other staff and to campers, and must have good organizational skills. Evaluation, Beck claims, is an essential tool for the camp director to use in order to help staff members develop their own personal attributes to suit the behavioral requirements of his or her work environment at camp. The attributes of the person can be modified by the behavior of the focal person.

The attributes of the person can effect the manner in which the sent role is received by the non-supervisory staff. For example, a counsellor may believe that he or she is an extremely proficient counsellor and is thus in little need of further teaching. The counselor may perceive pre-camp training and in-summer feedback as a way in which supervisors needlessly exert their power and authority over non-supervisory staff. Because of this attitude, valuable role formulating information may be over-looked. It was this character trait of the counsellor that caused him or her to overlook the valuable information which may cause role conflict and role ambiguity for the staff member later in the summer. Attributes of the person can partially determine the extent to which information critical to the development of the focal person's role is received by that person.

The resultant role behavior displayed by a non-supervisory staff member may, in fact, affect the personal attributes of that same individual. For example, the same staff member that was described in the previous example may have been exposed to a supervisor with exceptional communication skills who was able to make the counsellor realize the vast amount of knowledge the counsellor still had to gain. The counsellor, in realizing this fact, may change his or her attitude and eventually his or her own personal attributes to suit the behavioral requirements of

The 'Interpersonal Factors' category generally contain many of the same supervisory tool, because staff members frequently complain that they received no factors as 'attributes of the person' category. However, interpersonal factors em- feedback during the summer to let them know how well they were doing. Direct phasizes how those factors or elements are used to develop the relationship be- and indirect observation of staff (and campers), open lines of communication, and tween the focal person and the the non-supervisory staff and the supervisory staff, consistent enforcement of rules, will ensure good relations between supervisors and that is, how well the individuals interact with each other. The state of this rela- staff, by providing a good working environment.
tionship can often determine the manner in which role formulating information is

Freeman (1984), along the same lines, argues that camp directors should passed between the two groups, or individuals.
set a good example of positive leadership, as well as providing useful tools to give

Interpersonal factors affect the model in several ways. First, interper- leadership assistance. The preparation of the staff will greatly affect the quality of sonal factors affect the manner in which the individual perceives those who are the summer experience for staff and camper alike. Glick and Brand (1984) also sending the role information. In this case, it would be the manner in which the stress staff preparation, as well as the importance of staff involvement in the deci- non-supervisory staff perceive the supervisory staff. For example, if the relation- sion making processes of planning, implementation and evaluation of camp ac- ship between a counsellor and a section head is very positive with each party tivities. Ensuring that staff possess adequate activity skills, and good interper- realizing the duties and obligations of both parties, there would be few obstacles to sonal skills, is essential if they are to perform their roles effectively (Knapp, 1984). overcome in the transmission and reception of role information.

Clearly, there has been a change in emphasis in staff retention. The ear-

The behavioral outcome may determine the state of the interpersonal ly view was that counselors returned to camp because they liked children and the relations between the focal person and the role set, or the non-supervisory staff outdoors. Later views are more complex, including an awareness of the and the supervisory staff. If the focal person's behavioral outcome is not congruent motivational needs of staff, the importance of evaluation and rule enforcement, ef- with the expectations of the role set; inter-personal relations may be strained. But, fective leadership and staff preparation. Yet apart from Becker (1984,1986b), if the behavioral outcome is similar to the expectations of the role set then, inter- these issues are raised as essentially discussions of ideas and not in actual research personal relations between the two parties may avoid being strained. For example, projects. These ideas and concepts, though undoubtedly germane to the under- a counsellor completely ignorant of the norms and values of a camp may have his standing of staff management issues, are not being accessed by a unified theoreti- or her behavior modified through interactions with camp supervisors. The clarifica- cal framework which would provide the conceptual and methodological tools neces- tion of behavioral requirements may result in smoother interpersonal relations with sary for measurement and analysis.
camp supervisors and peers. Interpersonal factors affect the manner in which the

Shepard & Caruso (1986) do attempt to use methodological tools such as non-supervisory staff interact with the supervisory staff, the manner in which role the Multiple Affect Adjective Check List and self-reports to identify sources of staff

stress. They report that depression and hostility increase witn the length of the

program, and urge camp administrators to be aware of factors which help eliminate staff stress, because this stress can be detrimental to staff unity and overall program effectiveness. Austin & Voelkl (1986) investigated social support and locus of control on camp staff burnout, and reported that burnout is not related to locus of control, but that the social support among staff members is significantly related to the first stage of burnout.

This recent concern with determining causes of camp staff stress and burnout represent an important shift in the direction of research, toward the kinds of issues raised in the organizational behavior and management literature. Unchecked levels of staff stress can erode the very framework of the organization, not to mention the depersonalization and even abuse of campers that may result (Freeman, 1984). Austin and Voelkl (1986) utilized concepts and measurements from social psychology, and are therefore able to directly measure some of the variables affecting camp staff experience, and to make concrete recommendations for camp directors based on their empirical investigations.

Henderson (1987) organized current camping research (from 1974 to 1983) into three headings: 1) basic or theoretical, which is typically not done by researchers or practitioners in the camping field, but by researchers in other areas interested in contributing to the theory of a related area; 2) applied or practical research which generally involves the camp as the actual field setting for the research, and seeks specific answers for existing problems; and 3) marketing research. Two of Henderson's conclusions are that new paradigms for conducting camping research should be explored, and that important topics of the field must be identified and addressed.

Attracting, training, managing, and retaining high quality staff has long been recognized as a central concern for camp directors. This area is increasing,

not decreasing in importance. Camp staff today face new challenges with regard to the activity skills they must possess and to the demands of working with more sophisticated campers who are themselves experiencing changing social and family conditions. Perhaps most importantly, the staff members view themselves as young adults preparing to enter a competitive job market, and they seek to gain some of the tools to compete in this market while at camp. Summer camp staff can no longer be viewed as simply dedicated youth who are at camp because they love children and the outdoors. The role of the summer camp employee is diverse and challenging. The summer camp itself is a complex organization with expectations and demands coming to the staff from a variety of sources. Researchers in the field of camping can now use the knowledge and the research tools developed over the last twenty years in the field of management and organizational behavior. Since this area itself has undergone a kind of humanizing revolution, one need not fear that adopting the research tools of the business world will depersonalize the treatment of summer camp staff. Rather, it could provide actual documentation of the various kinds of problems faced by summer camp staff which would enable directors to take steps to improve the work environment and the overall experience of the staff, and therefore the campers.

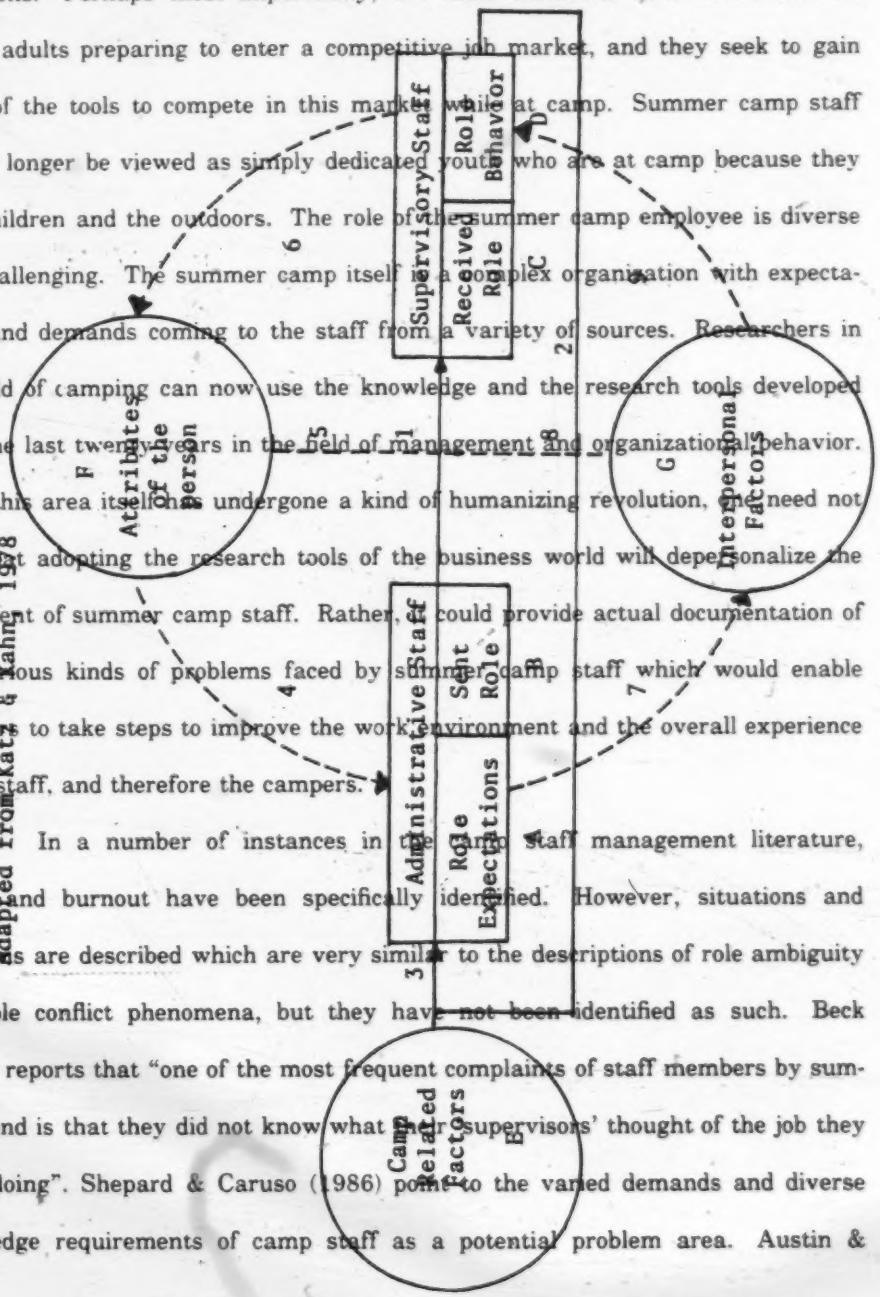

Figure - Modified Role Episode Model II
Adapted from Katz & Kahn 1978

In a number of instances in the camp staff management literature, stress and burnout have been specifically identified. However, situations and problems are described which are very similar to the descriptions of role ambiguity and role conflict phenomena, but they have not been identified as such. Beck (1986) reports that "one of the most frequent complaints of staff members by summers end is that they did not know what their supervisors' thought of the job they were doing". Shepard & Caruso (1986) point to the varied demands and diverse knowledge requirements of camp staff as a potential problem area. Austin &

Szymanski (1985) indicate that staff identify a lack of control over their work in camp as a contributor to burnout. Yet the test of the locus of control hypothesis (Austin & Voelkl, 1986) failed to show a relationship to burnout. Possibly the staff were describing role conflict or role ambiguity and not a locus of control problem. Becker & Shepherd (1989) discuss the importance of the particular staff members needs and values with respect to the specific role they play in camp. It seems likely that avoidance of role conflict due to poor role-person fit is being described here. Since role ambiguity and role conflict apparently do occur, and are associated with negative outcomes, accurate measurement and detailed documentation of the problem would be the obvious first steps in uncovering positive solutions. By helping identify and measure specific sources of job stress, the application of the concepts of role conflict and role ambiguity could lead directly to the creation of a more successful working environment which will benefit staff, campers, and the organization itself.

The Role Episode Model

In classical organization theory, there are two fundamental principles. First is the principle of a chain of command with a single flow of authority from top to bottom, and second is the principle of unity of command and direction, where an employee should receive orders from one superior only, and not be caught in the crossfire of incompatible orders or expectations (Rizzo, House, & Lirtzman, 1970). The integration of role theory with classical organization theory resulted in the formulation of the role episode model and the derived concepts of role conflict and role ambiguity.

Kahn, Wolfe, Quinn, Snoek, & Rosenthal (1964) and Katz & Kahn (1978) through their theoretical model of the role episode attempt to chart the

The modified role episode model can be used to explain the role conflict and role ambiguity results of this study within the framework of a typical summer camp. The focus of this discussion will be the significant role conflict and role ambiguity relationships between male and female staff and staff from large and small camps. In locating the source of role conflict and role ambiguity in this model, it will become evident that camp related factors must accept the majority of the responsibility for the organizational dysfunctions mentioned.

Male staff exhibited greater role confict with regard to conducting work within the parameters of the camp. The results indicate that male staff experience difficulty in working within the guidelines established by the camp organization, specifically camp guidelines and policies. Perhaps it is the personal attributes of the male staff that come into conflict with the factors pertaining to the camp organization. The role behavior, exhibited by male staff which led to the results reported by this study, may be a consequence of the interactions between male staff, camp supervisors, and the camp administration. Throughout this interaction it can be assumed, as the model indicates, that the personal attributes of the focal person will be modified in some way in accordance with the pressures exerted by the role set. In this case it is the personal attributes of the male staff experiencing greater levels of role conflict that may have their personal attributes affected in some way.

This situation is further complicated by the fact that male staff also indicated greater role conflict with regard to receiving incompatible requests from two or more people. The possible source of this conflict can be traced by examining the hierarchical structure of the camp. The feedback a counsellor receives may not always come from his or her direct supervisor. It would appear that some male staff

experience/response dynamics of an individual's role path within a complex organization. The role episode charts the complete cycle of interaction between the role set and the focal person.

The role set is any group of individuals who can in some way affect the role behavior of another. The focal person is the person on whom the discussion is focused at any particular time. A role is defined as a set of activities or potential behaviors which is attached to each office. The office is any one position located within a complex organization. The role set and the focal person are constantly engaged in a dynamic relationship, the goal of which is to unify the sent messages by the role set and behaviors exhibited by the focal person.

The role episode begins with the existence of expectations which are communicated to the focal person by the role set. The communicated messages are referred to as pressures or expectations. The focal person then internalizes the pressures and must decide what behaviors will match the messages sent. The behavioral response of the focal person is then internalized by the role set and will, in part, determine the next set of pressures. This process is extremely dynamic and continues until one of the parties is no longer a member of the organization. External forces such as personality, organizational, and interpersonal factors also influence this cyclical process. These forces act as moderating influences between the role set or senders, and the focal person.

Figure 2 presents the role episode model as developed by Kahn et al. (1964). Arrow 1 represents the act of role sending, and arrow 2 the feedback portion in which the entire process is made cyclical. The core of this model is represented in boxes A to D with arrows 1 and 2.

The circles represent the context in which the episode is to occur. These are the states of the organization, and the person and interpersonal relations be-

are receiving feedback from the camp administrators and perhaps even other supervisors, thus causing the staff member to experience conflict with the decision regarding who he must follow. This relationship or hierarchy adds support to the possibility that the camp related factors are responsible for the organizational dysfunctions involving role conflict and male staff.

Those holding positions within the realm of camp administration have the responsibility to ensure that all staff receive clear and unilateral instructions. Camp supervisors may find it difficult to offer feedback in person, especially negative feedback. Camp administrators can assist with this delicate task by ensuring that the proper organizational mechanisms are in place so as to allow this interaction between various levels of staff to take place with ease. At times it can be too easy for some administrators to step in and administer negative feedback to staff without the consent of the proper supervisor because camp administrators generally possess more experience in this area. Unfortunately, as the results indicate, this type of behavior can lead to problems of increased role conflict and increased staff stress.

The struggle between the needs of male staff and the needs of the camp organization are rooted in the elements of 'camp related factors' and 'attributes of the person'. The on-going friction involved in this struggle can account for male staff indicating that camp work is significantly less suited to their values than those of female staff. Male staff involved in conflict with camp administrators or camp policies may simply come to realize that their values are not as suited to a camp environment as they once believed. Ultimately, it is the camp administrators that must proactively accommodate the goals of the camp with the goals of the male staff. This is not to imply that male staff have been victimized, rather that there is a real difference with regard to the expectations of the two groups and if

tween the focal person and the role senders. The organization (Circle E) can in part determine the content of role information sent to the focal person. The organization's policies, values, and code of behavior will determine, in part, the manner in which supervisors will behave and communicate with others in the organization. Arrow 3 represents the relationship between certain organizational variables and the role expectations communicated to staff. Staff from large camps, small camps, and staff from small camps can also be examined with the modified model of the person. Circle F refers to all those variables that describe the propensity of an individual to behave in a certain manner. This variable is made up of the individual's motives, values, insecurities, preferences, fears, goals and objectives, standards related to evaluations and promotions and so on. These variables will determine part of the camp organizational elements of the camp. Camp administrators are primarily responsible for the dissemination of information regarding the above mentioned items. In order for information regarding role expectations to affect the way in which the sent role is communicated (arrow 6), camp administrators must first internalize it. Once the sent role is internalized by the focal person it may also affect his or her personal attributes (arrow 5). Therefore personal attributes require complete comprehension of any information they are to disseminate. It is the responsibility of camp administrators to ensure that information regarding the camp's goals and objectives, and standards is properly communicated to the supervisors. This may not be the case for other complex organizations where staff are expected to create their own goals and objectives. Summer camps, unlike other complex organizations employ their middle managers for only a short period of time; too short to expect section heads to actually develop their own criteria for evaluation independent of the camp administrators. Therefore the influence of the camp related factors becomes more evident when one considers the temporary nature of camp staff employment.

The sources of role conflict and role ambiguity, in most cases, can be traced back to the workings of the 'camp related factors'. This component of the model, as was stated earlier, possesses the greatest amount of decision-making

power and should therefore accept the majority of the responsibility for the organizational dysfunctions presented. The recommendations put forth in this chapter are appropriately directed towards camp administrators.

Demographic Data Discussion

Of the ten demographic variables included in this study the variables of sex, camp size, camp employment experience, type of camp, and job title proved to be significantly related to the levels of the four constructs in this study. The results will be discussed variable by variable, because in this way camp directors can examine their own organizational structure in this systematic manner.

Sex Differences

The results indicated that male staff differ considerably from female staff especially with regard to the amount of role conflict and role ambiguity experienced. In each case male staff reported higher levels of both role conflict and role ambiguity. The source and type of role conflict and role ambiguity will be discussed in order to better understand the reasons for this difference.

Male staff reported significantly higher levels of role conflict with regard to carrying out duties which they believed should be done differently, and with regard to doing work which suited their values. These two forms of role conflict are known as person-role conflict and imply that the person is in conflict with the very nature of his or her role at work. The results imply that male staff, specifically accept positions at camp which may not be compatible with their own values and beliefs. Those individuals responsible for staff recruitment and induction should be aware of this potential problem. Camp administrators may consider presenting potential staff with more accurate information on the complete role they would play at camp, in the program, policies, regulations, and norms of the camp environment. Since the results indicate that this occurs significantly more in male

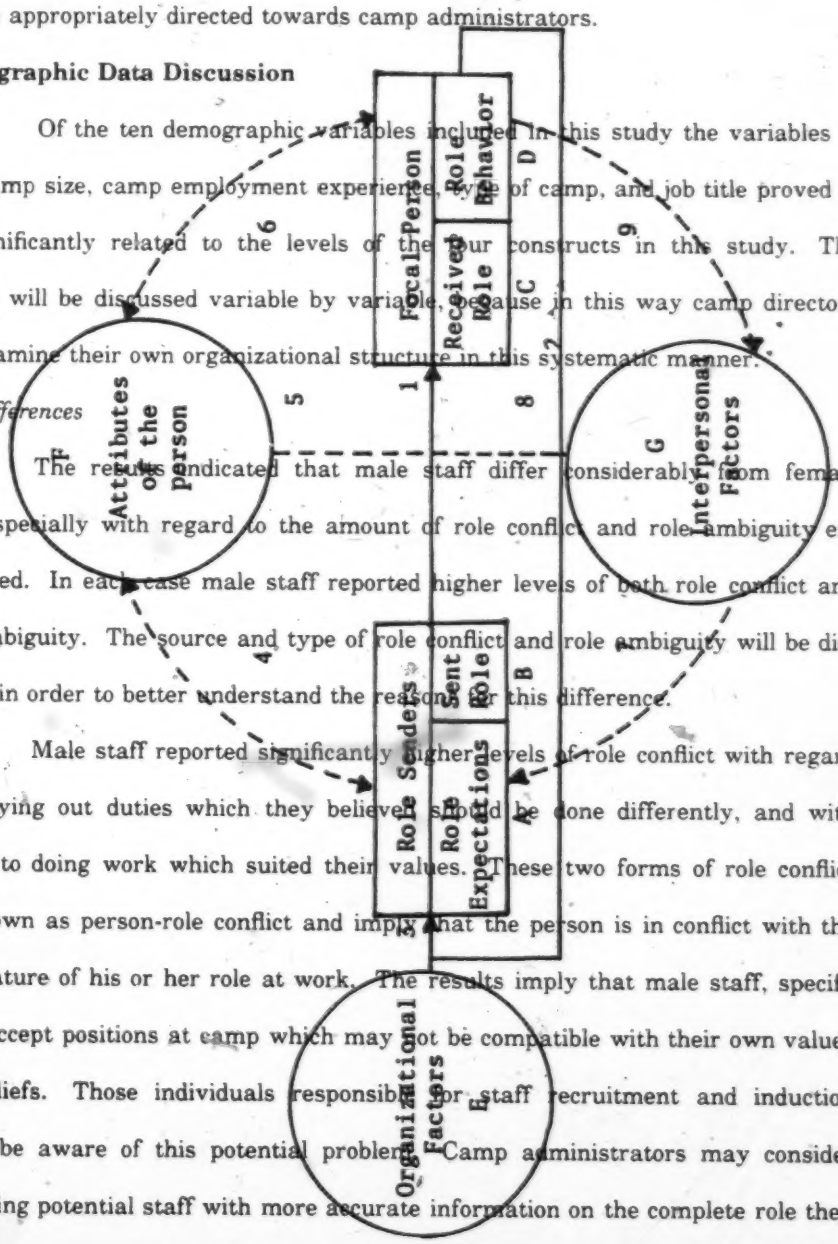

Figure 1 - Role Episode Model Adapted from Katz & Kahn, 1978

Interpersonal relations (Circle G) refer to the existing relationships between the focal person and the role senders. The behavior of the focal person feeds back into the process and will affect the interpersonal relations between the focal person and the role set (arrow 9). The focal person will interpret the sent expectations depending on his or her relationship with the role set (arrow 8). Finally, the expectations communicated to the role set by the focal person will be in part determined by the existing interpersonal relations held by the two parties (arrow 7).

When the message sent is clearly understood and compatible with the focal person, it means that both parties understand what the other's role expectations are, and the behaviors associated with the role expectations are compatible with both parties. However, at times the role related messages do not result in the desired behavioral outcomes in the focal person. The result of this may be role conflict or role ambiguity.

There are three basic ways in which role ambiguity can occur. The first occurs when clear information regarding which type of role the focal person should adopt is lacking. For example, in summer camps this may occur when a 'first time' section head must decide whether he or she will portray to the other staff members a picture of over confidence, the director's right hand person, or the counselors 'buddy'. For this section head, it may not be clear which role is most appropriate, thus causing role ambiguity. The second type of role ambiguity occurs when the type of role to follow is evident to the focal person, but information on how to carry out the role is lacking. Again, the first time section head may know that appropriate role behaviors are those that combine responsibility and compassion, but he or she may not know how to demonstrate those role behaviors. The third type of role ambiguity occurs when the focal person does not realize the conformity required of the individual to relinquish a certain amount of personal autonomy for the duration of the season. Perhaps, this is accomplished more easily by female staff. In any staff than in female staff special attention should be given to the recruitment, and induction of male staff for summer camp positions.

Male staff also reported significantly higher levels of role conflict with regard to working within the policies and regulations of the camp, and with regard to receiving incompatible requests from two or more supervisors. This type of role conflict is known as conflicting expectations and implies that the individual's expectations of a situation are incompatible with those held by the organization. Similar to person-role conflict the implication is that male staff experience difficulty in working within the parameters of a summer camp. It could be that male staff enter camp employment with an unrealistic perception of camp life, or, it could be that male staff believe that they can manipulate the employment environment to suit their own needs, thus creating the potential for role conflict to exist.

Male staff also indicated that they experienced significantly more role ambiguity with regard to receiving unclear instructions and in the area of practical feedback. During pre-camp male and female staff receive the same basic instruction and the same basic orientation. Feedback mechanisms are also similar for male and female staff. However, the director can not control how much information individual staff will retain from the sessions of instruction. From the results it appears that a partial explanation is that male staff are either unable or unwilling to comprehend information as well as their female counterparts.

Male staff also differ from female staff in aspects of reported job satisfaction. Male staff reported significantly less job satisfaction with regard to the amount of freedom they possessed in defining their jobs and with regard to the outcome of the summer in general. The summer camp organization requires an in-

sequences of the role behaviors selected. For example, a new counselor at camp[18]
may have engaged in an activity with his or her cabin group that the camp director
event, these results should be helpful to camp directors in terms of recruiting and
deems inappropriate. The camp director may even reprimand the counselor. The
orienting male staff.
activity is only inappropriate when the director claims it to be so, and the coun-
The job satisfaction results can be directly linked to the role conflict and
selor may have been using his or her best judgement. Role ambiguity may be sum-
role ambiguity results. The role conflict results indicated that male staff en-
marized as a situation arising when information is not available or is withheld from
countered conflict when challenging authority. This outcome could effect the job
the focal person, thus creating an environment of uncertainty for the individual.
satisfaction response by decreasing the satisfaction in the area of defining one's job
There are five different types of role conflict. The first is intra-sender.
at camp because of a power struggle which is usually won by the organization.
This occurs when the focal person receives conflicting messages from the same role
The over-all feeling of frustration associated with a perception of unclear instruc-
sender. For example, a counselor may receive conflicting messages from a section
tions, a lack of feedback, conflicting expectations, and a high level of person-role
head especially if the section head lacks confidence with regard to decision-making
conflict can account for a lower job satisfaction score for the general outcome of the
and thereby issues instructions which contradict earlier ones. Inter-sender role
summer.
conflict occurs when the focal person receives conflicting messages from two or
The results of tests concerning the demographic variable of sex indicate
more different people, who would be expected to present unified messages. At
that, in general, female staff are better suited to the work environment of the
camp, this can occur. A counselor might be told by the section head that it is all
residential summer camp, as they experience less role conflict and role ambiguity
right to have the campers stay up late one night, only to be reprimanded by the
than male staff. This is not to state that male staff are not suited to summer
camp director, for allowing the campers to break curfew. A third type of role con-
camp employment, rather, that camp administrators need to be aware that male
flict is person-role conflict which occurs when a conflict of expectations occurs be-
and female staff experience role conflict and role ambiguity differently. This
tween the person and the duties of his or her role. Person-role conflict may be
researcher does not know exactly why female staff appear to be better suited to the
more prevalent at camp than most directors believe. New staff may arrive at pre-
camp environment; this explanation would require a considerable amount of further
camp only to find that their expectations regarding their job responsibilities, living
investigation. Camp administrators should be aware that it may be best not to as-
conditions, or social environment are not likely to be met in the camp setting. A
sume that they can treat male and female staff in exactly the same manner with
fourth type of conflict is inter-role conflict and this occurs when one person must oc-
regard to staff recruitment, training, and induction. The acknowledgement of a dif-
cupy two separate offices in an organization with conflicting roles. For example,
ference in male and female staff should be incorporated in their staff management
inter-role conflict may be seen at camp when a staff member must occupy two dif-
program, with, of course, the realization that every individual may be different.
ferent positions, such as a counselor and a section head, or a counselor and a canoe

instructor. The duties of a person occupying the roles of counselor/section head may come into conflict as authoritative and social obligations may clash. The final form of role conflict is role overload. This occurs when the focal person takes on a number of different roles, all compatible except with regard to time constraints. An example of role overload in the summer camp camp setting might involve staff members who over-extend themselves by volunteering for a number of extra projects, such as theme days and special evening programs. This does not necessarily involve incompatibility with other roles, but simply requires extra time that the staff member really can not afford. In this situation the person finds himself or herself juggling the responsibilities of various roles only to find out that time will not allow all of them to be met.

Large and Small Camp Differences

The demographic variable of camp size distinguished between staff who worked at large summer camps (60 or more staff) and staff who worked at small camps (59 of fewer staff). The results of this study indicated that staff in these two groups experience significantly different amounts of role ambiguity, job satisfaction and job stress. Small camp staff scored significantly higher on the role ambiguity and job stress scores, and significantly lower on the job satisfaction scores. These results led to the conclusion that large camp organization can be more successful in controlling the organizational variables of role ambiguity, job satisfaction and job stress, for its staff.

Applications of Role Conflict and Role Ambiguity

Since 1966, the conceptual tools provided by the role episode model have been used extensively in the study of the behavior of individuals and organizations. It is clear now that a host of organizational, supervisory, individual and work factors are related to stress (Cherniss, 1980; Greenberg, 1980; Schuler, 1982), and that some of these are directly related to job satisfaction (Johnson and Stinson, 1975), job tension, job performance (Motowidlo, Packard, & Manning, 1986), and burnout (Freudenberger, 1978, 1980). Specifically, role conflict and role ambiguity are easily identified job stressors (Jamal, 1984), as they have been related to anxiety, reduced self-confidence, dissatisfaction and employee turnover (VanSell, Brief, & Schuler, 1981). Job satisfaction is related with overall organizational effectiveness (Steers & Porter, 1983).

In 1978, Freudenberger introduced the term "burnout" to the literature. Clearly this term described a well known and familiar phenomenon, because the literature is rich with descriptions of staff members who have become overwhelmed by the demands placed upon them. Burnout is characterized by a loss of energy, motivation, and commitment. Staff members who are experiencing burnout may withdraw from their responsibilities, or they may become overly rigid and controlling. Burnout may also result in a loss of creativity, as staff members become unwilling to take risks for fear of conducting them incorrectly. It may also stifle creative innovations for fear of over-stepping the parameters of expected behavior which could result in a reprimand.

term has been widely used ever since. In 1976, Maslach identified the three stages of burnout as first, emotional exhaustion, second, the depersonalization of clients and patients, and third, feelings of low personal accomplishment. Burnout quickly became associated with stress in the workplace. Specifically burnout was seen as something which would result from excessive job stress. Stout and Williams (1985) argue that questionnaire measures of stress indicate the first stage of burnout. In subsequent literature, the term burnout is used sometimes interchangeably with stress, and it has become the dependent variable in some studies (Nagy & Davis, 1985; Jackson, 1984). Although the concept of burnout, specifically the first two stages, has become commonplace in the organizational behavior research since the mid-seventies, Caper, Sisley, & Desertrain (1987) point out that Katz & Kahn (1978) found that dehumanizing and blaming the client were two common methods of coping with job stress as used by role conflict and role ambiguity. They were therefore referring to the same burnout phenomena before Freudenberger introduced the term.

The multitude of investigations of role conflict and role ambiguity that appeared in the 1970s and 1980s certainly attested to the usefulness of these role episode concepts. Also, the development by Rizzo et al (1970) of a questionnaire consisting of factorially independent scales for measuring role conflict and role ambiguity in complex organizations, undoubtedly provided the methodological tools necessary for operationalizing and measuring these variables. The vast majority of investigations of role conflict and role ambiguity in the work place use the Rizzo et al. (1970) scales (Batlis, 1980; Beehr, 1976; Dubinsky & Mattson, 1979; Helwig, 1979; Ivancevich & Donnelley, 1974; Keller, 1975; Morris & Koch, 1979; Posner & Randolph, 1979; Rogers & Molnar, 1976).

Finally, small camp staff reported higher levels of fluctuation in job stress and the extent to which it affected their performance. The reason for this can be traced to the role ambiguity and job satisfaction results. A lack of clarity in

The construct validity of these role conflict and role ambiguity measurement scales has been investigated. Rizzo et al. (1970), Szilagyi, Sims, & Keller (1976), and Schuler, Aldag, & Brief (1977) provide evidence of the empirical validity of the two independent scales. Tracy & Johnson (1981) argue that the factorial independence of the scales may be an artifact of differential wording of the scales but House, Schuler & Levanoni (1983) provide evidence that such arguments can not be substantiated and that modification of the scales based on these arguments is not necessary.

The results of the large body of research on the effects of role conflict and ambiguity on job stress and subsequent performance in the organization is varied. Stout & Posner (1984) investigated the relationship between role conflict and role ambiguity and found that they are moderately correlated with one another but that they do not always occur together. It is possible, in other words, to be in a work environment and experience one without the other. Each of these variables is negatively related to job satisfaction, with role ambiguity apparently is the more important of the two in terms of creating job stress. Generally these data support the hypotheses of the role episode model. Three separate reviews of research on role stress, however, indicate that the results are sometimes less clear cut. Van Sell, Brief, & Schuler (1981) reported that while some studies show the expected negative correlation between role ambiguity and job satisfaction, others show no correlation. Likewise, Fisher & Gitelson (1983), using a quantitative meta-analysis, found no clear unequivocal relationship. Jackson & Schuler (1985) on the other hand, also using a quantitative meta-analysis of previous research, found a significant negative correlation between role ambiguity and job satisfaction.

Given the complexity of human behavior, and that of organizations, complex, multidimensional, and even conflicting results might be expected. For example, it is reasonable to expect that staff become more satisfied with their job as they become more familiar with the duties and responsibilities and the amount of freedom to define their jobs'. The data on role information, or clarity of information only becomes relevant during those periods when the staff member can not access the required knowledge to perform her or his duties that anxiety would be higher than in job stress. The combination of variances in the stress experienced by staff and any associated conflict can result in low staff morale. While staff morale is low staff performance usually suffers. Assuming that high job satisfaction and low job stress, low role conflict, and low role ambiguity are indicative of a good work environment, the results of this study do indicate that staff in larger camps have a better work environment than staff in small summer camps. The job related demographic variables of this study measured for camp staff, the number of seasons one has been a staff member at camp and the number of seasons one has been a staff member at camp director, do have an effect on the amount of job satisfaction and job stress in staff. The first variable did not affect the reported role stress, however, and the number of seasons one has been a staff member at camp director appears to have affected the the reported role stress.

Jackson & Schuler (1985) on the other hand, also using a quantitative meta-analysis of previous research, found a significant negative correlation between role ambiguity and job satisfaction. Given the complexity of human behavior, and that of organizations, complex, multidimensional, and even conflicting results might be expected. For example, it is reasonable to expect that staff become more satisfied with their job as they become more familiar with the duties and responsibilities and the amount of freedom to define their jobs'. The data on role information, or clarity of information only becomes relevant during those periods when the staff member can not access the required knowledge to perform her or his duties that anxiety would be higher than in job stress. The combination of variances in the stress experienced by staff and any associated conflict can result in low staff morale. While staff morale is low staff performance usually suffers. Assuming that high job satisfaction and low job stress, low role conflict, and low role ambiguity are indicative of a good work environment, the results of this study do indicate that staff in larger camps have a better work environment than staff in small summer camps. The job related demographic variables of this study measured for camp staff,

ample, Pierce, Durham, & Cummings (1984) suggest that the role expectation of the leader may impact differently depending on the *particular* construction of the *entire* set of expectations received by the focal person. Also, the problem of consistency in research findings may have a good deal to do with the great variety of employment situations and task environments which have been sampled. Indeed, when the objective task environment is held constant, job satisfaction was correlated with role ambiguity (Siegall & Cummings, 1986). From the practical or applied standpoint of view, these concepts may indeed have good explanatory power since they would be applied within a single occupational or work setting.

In spite of their apparent face validity, and the variation in research findings in different employment settings, the conceptual tools provided by the role episode model have retained a high level of methodological sophistication and have demonstrated a high degree of explanatory power in the area of understanding various aspects of employee success in complex organizations.

Role Conflict and Role Ambiguity in Recreation Research

The ever growing body of research in the field of recreation has made some use of the conceptual framework of the role episode. Specifically, the educational/athletic role(s) of the teacher-coach have been the object of role conflict and role ambiguity studies (Capel, 1986; Locke & Massengale, 1978; Malone & Rotella, 1981; Capel, Sisley & Desertrain, 1987). High school coaches can be expected to experience role conflict as they try to meet the demands of the teacher role and the demands of the coaching role simultaneously, and as they try to meet the differential expectations of parents, school administrators, the local community, and the students. They might be expected to experience role ambiguity from the lack of information or perhaps because of the controversy regarding the validity of the Rizzo et al. (1970) scales, and the variation in research findings in different employment settings, the conceptual tools provided by the role episode model have retained a high level of methodological sophistication and have demonstrated a high degree of explanatory power in the area of understanding various aspects of employee success in complex organizations.

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Staff from church operated camps tend to receive promotions more readily than staff from other camps. An advancement within camp employment situations is a desired position. The promotion usually carries with it greater responsibility and authority, thus the freedom, and with it, ambiguity. Staff from church operated camps also increase. Because of the loyalty of staff members, these camps may indeed have good explanatory power since they would be applied within a single occupational or work setting.

Their apparent face validity, and the variation in research findings in different employment settings, the conceptual tools provided by the role episode model have retained a high level of methodological sophistication and have demonstrated a high degree of explanatory power in the area of understanding various aspects of employee success in complex organizations.

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Types of Camp

Three different types of camps were considered in this study, namely, private, agency, and church operated. The results indicated that staff from these different types of camps vary significantly only in their reported levels of the extent to which job stress fluctuates and the extent to which job stress affects their performance.

Staff from church operated camps reported the least amount of fluctuation in stress and the least amount of affect on performance resulting from stress. Staff from agency camps reported significantly higher levels of stress fluctuation and staff from private summer camps reported significantly higher effect of stress

lack of direction from administrators, inadequate job descriptions, and unclear evaluation procedures (Capel, Sisley, & Desertrain, 1987). This conceptual framework has provided useful insights into the understanding of the factors contributing to positive and negative outcomes in this profession.

on performance. No clear explanation for this can be offered based on the available data, however the religious motivations of staff members combined with the religious environment of the camp may well combine to reduce the effects of job related stress.

Job Title Differences

The demographic variable of job title included five different job titles which exist at camp. They consisted of counsellors, instructors, activity heads, section heads, and resource staff. This variable was successful in determining the overall level of reported fluctuation in job stress among various staff positions. The results indicate that counsellors experience significantly more fluctuation in job stress than instructors. The reason for this significant difference probably lies in the job responsibilities of the two positions and in the general program.

The responsibilities of a counsellor are such that he or she is required to be somewhere or to be doing something for at least 85 percent of the day. A counsellor does not have a great deal of free time during the day. The instructor is required to teach in his or her area all day but their duties during evening program are quite ambiguous. When this is considered in relation to the fact that both counsellors and instructors share a relatively equal level of responsibility for special events such as theme days, canoe trips, first and last days of each session, and visitors days, the discrepancy in available time becomes apparent. The increased level of fluctuation in stress for counsellors is most likely to occur when they are burdened with additional duties related to programming. Instructors in most cases use their evenings to prepare for special programs. The problem may appear to based in the management of time, but in reality it is based in the different job requirements of the two positions of the instructor and counsellor.

In summary, the variables of age, education, being a camper before becoming a staff member and being a counsellor-in-training before becoming staff did not yield any significant results in this study. These variables do not seem to be as others in determining overall levels of role conflict, role ambiguity, job satisfaction and job stress.

CHAPTER THREE
METHODS

Research Design

The design of this study was a typical survey research design utilizing both quantitative and qualitative analysis. Each aspect of the method by which this study was conducted will be discussed in detail in this chapter. In this section the research design and procedures used for sampling, data collection, and data analysis will be discussed. The methods for data collection were used a self-administered questionnaire and daily diaries kept by staff members.

The population for the study consisted of summer camp staff from Ontario who were employed during the summer of 1988. The sample for the study was selected from within the population following certain guidelines which are presented later in this chapter.

The purpose of the study was to identify sources of job related stress for camp staff. This was carried out using the concepts and constructs of role conflict, role ambiguity, job satisfaction and job stress. Total scores for role conflict, role ambiguity and job satisfaction were obtained as well as three separate scores for the job stress questions. The relationships among the variables could be explored with the data obtained from the questionnaire. The questionnaire served primarily to 1) determine correlations among chosen variables, 2) make comparisons among various sample sub-groups and 3) make inferences to the appropriate population. The qualitative data obtained from the open-ended section of the questionnaire and the interviews were used to identify the sources of job stress which could be identified in the daily operations of a camp.

The overall design of the study can best be described as a combination of descriptive and exploratory research. Elements from different

designs were incorporated in order to meet the objectives of the study. This com-
interest in their work, or their that performance suffered. Some respondents seem

bination of design elements to formulate one complete research design is quite com-
to exhibit the same behavior of which they are accusing others.

mon in survey research.

Ten, of the 157 respondents indicated that conflict with their supervisor

An exploratory study is said to be a study with a purpose of gathering
was a source of job stress. This tendency can be expected because many of the

insights to an area previously unstudied, or breaking new ground (Saunders & Pin-
supervisors are very close in age to those in their charge and, many have had very

hey,1974). This study applied the concepts and constructs that have been used
little supervisory experience. The majority of those who indicated they experience

successfully in other fields and applied them to the operation of residential summer
conflict with their supervisors attributed it to a variety of forms of abuse of power

camps. In general this study explored the extent to which role conflict and role am-
which were not specified by the respondents.

biguity existed in summer camps. These sociological concepts have rarely been ap-

Canoe tripping and preparation required for each trip were reported to

plied to recreational and leisure settings and never to organized summer camps.
cause stress in about 10 percent of questionnaire respondents. Trip preparations

A descriptive research design serves the purpose of describing certain so-
may be viewed as an extra burden for the staff, because staff generally have to

cial events or occurrences and concludes with an explanation of why people behave
make the time to plan and pack for their trips in addition to their other duties. The

as they do under certain circumstances (Kviz & Knafl,1980). This study attempted
actual canoe trip may be stressful especially if the staff are inexperienced and

to describe certain social events and occurrences for staff within the summer camp
called upon to perform skill maneuvers, show confidence on the trip, or simply be-

and to offer explanations as to why certain staff behave or feel as they do given
cause some staff do not like to take part in canoe tripping in general.

certain social conditions existing in the summer camp.

Summer camp staff appear to be able to identify periods in which job

A cross-sectional research design attempts to examine selected
stress is greater. The end of summer period received the highest number of

phenomena in one or more places at one point in time. A cross-sectional design
responses with almost 25 percent of the sample. Many staff indicated that they

contrasts with a longitudinal design which studies one phenomenon over an ex-
were either 'burned out' or simply tired by the end. Shepard and Caruso (1986)

tended period of time. The data for this study were collected almost exclusively at
also indicated that staff from outdoor education centers became more burned out as

one point in time (the fifth week of regular camp) at a number of different
the length of their employment increased. During this latter period of the summer

geographical locations. Though the personal interviews were conducted individual-
an overall decrease in the level of performance is often noted.

ly, they were all completed in a two week period in the latter portion of the sum-

Being unaware of the program, or changes to the program, was the

mer.
reason given by 14 percent of the respondents, as an explanation for why the first

Characteristics specific to the design of this study are largely related to
week of camp was stressful. This is the time when counsellors are to lead their

the setting of the data collection – the residential summer camp. Data were col-
campers through the program thus increasing the potential for stress if the staff

lected at the summer camps because it was felt that the responses would be more accurate if the stimuli from the summer were present during data collection. The time for data collection was selected because by the fifth week of regular camp most of the relationships were more likely to be established and the dynamics of the summer would be in progress.

Collecting data in the environment of the summer camp using a cross-sectional design proved to be challenging. The camp schedule for the staff tended to be extremely hectic; consequently, creating the time to complete the questionnaire as a group was difficult. Developing and maintaining contact with the appropriate people at each camp was also difficult because of the hectic pace. The coordination and administration of the interviews took place following the close of the camping season when the respondents and the researcher possessed greater control over their daily schedules.

Instrumentation

Two separate data collection instruments were used in this study. Each respondent completed a self-administered questionnaire and 10 percent of the sample completed a personal interview which was tape recorded. The development of both the questionnaire and the interview schedule are discussed following the summary of the instrumentation in general.

The purpose of the questionnaire was to gather data pertaining to demographics, role conflict, role ambiguity, job satisfaction and job stress at camp.

The questionnaire was made up of a series of questions with four open-ended items which accompanied the job stress section.

The questionnaire was divided into four sections. The first section contained the questions pertaining to the demographic characteristics of the respond-

ents. Personal information such as age and sex was collected along with informa-
formation to other campers and staff. These periods usually require a greater out-
tion regarding the respondents camping, educational and camp employment his-
put of energy than most other camp days.
tory. The second portion of the questionnaire consisted of a twenty-nine item role

Personal Evaluations sessions are considered to be stressful because
confict and role ambiguity scale developed by Rizzo, House & Litzerman in 1970.
camp staff are generally concerned about the way in which supervisors view their
Two items from the scales were modified to provide greater clarity for the summer
performance. It is at the time of the evaluation that staff are told how well or how
camp staff members. After the word 'policies' in item nine, the phrase 'camp
poorly they are performing. Respondents indicated that stress increases during
rules' was added, in parentheses, and in item twenty one, word 'camp' replaced the
periods of extreme heat; presumably, intense heat makes everyone uncomfortable
word 'organization'. The third section consisted of five questions pertaining to job
and more irritable. When a significant number of staff become irritable this can
satisfaction. All five items were developed by the researcher so that they would be
easily lead to stressful interactions.
relevant to summer camp employment. The job satisfaction items were not specific

Camper bed time can be a stressful period for staff because campers are
to any one aspect of summer camp rather, they attempted to broadly cover camp
often resistant to the idea. For the campers this may be a part of their normal
employment in general. The final section consisted of three ordinal and four open-
evening pattern away from camp, but it is likely related to the excitement of being
ended questions pertaining to job stress at camp. The job stress questions were
away from home. At the same time staff are often eager to engage in their eve-
designed to obtain a broad perspective on the subject including the dynamics and
ning time-off which only begins once their campers are in bed and quiet. The con-
effects of job stress at camp. Each of the four sections of the questionnaire are dis-
flicting interests of the campers and the staff at this time usually results in stress
cussed in detail later in this section.
for the staff member.

The purpose of the interviews was to gain a deeper insight into the sour-

Relationships, whether romantic or platonic, can produce periods of
ces of job stress for staff at camp. Obtaining information regarding the stressors
stress for most people. Summer camp staff are no different. In fact they are in an
that occurred during the average day of a staff member was thought to be valu-
environment where relationships and the effects of relationships may be intensified.
able especially when used in combination with the quantitative results. The inter-
Staff members reside in the camp, at the workplace, and if problems arise,
view schedule was based on the job stress questions from the questionnaire. All
avoidance of another staff member is very difficult. Positive or negative tension
interviews were conducted by the researcher and tape-recorded with the consent of
arising from a camp relationship can be particularly strong because of the more or
the participants.
less continual exposure to the other individual, and the inability to get away from

them for any period of time.

The first seven responses in Table 38, which are also the responses with

the highest frequencies, are indicative of the first stage of burnout. Staff become

Pilot Test

A pilot study to test the questionnaire was conducted in March of 1988. The sample for the pilot study was a group of forty-five residential summer camp staff from a private summer camp in Ontario. The camp personnel were part of a relatively large summer camp of approximately sixty staff who had all been employed at the camp during the summer of 1987. Participation in the pilot study was voluntary, and permission to select the sample was obtained from directors of the camp. The pilot questionnaire used the same four sections as indicated earlier, namely; the demographic questions, the role conflict and role ambiguity, job satisfaction and the job stress measures (See Appendix A). One additional section was added to this questionnaire which asked for comments and criticisms on each section of the questionnaire. This information was used in making corrections for the final version.

Upon receiving and examining the thirty-nine pilot study returns,the researcher concluded that only minor revisions to the questionnaire were necessary. The aim of the questionnaire which was to measure levels of the variables was accomplished with the pilot questionnaire. The measurement device was examined visually for accuracy. Expert guidance, in the form of a committee member (methodologist) and a statistician, was sought to assist in the examination of the pilot questionnaire. The majority of the measures were simple and straightforward and had been tested many times before. The primary areas for revision were the job stress section and the general presentation of the questionnaire. The majority of the revisions were of a technical nature.

Question 2a on the pilot version of the questionnaire asked the respondent to indicate if he or she had been a camper or a counsellor-in-training prior to becoming a staff member at the present camp. In the final version this question

physically tired and generally lose interest in their work. The response "work harder" is probably indicative of people with an aggressive outlook towards life and success in their work. Samual Klariach (1987) in his book *The Stress Solution* labels people who work harder during periods of increased stress 'aggressive type A' people. This type of person's natural response to increased stress is to work harder and these individuals will usually be reluctant to admit that stress exists.

The final three responses of "rebel against authority", "become angry at staff", and "lose sleep" are more indicative of the second stage of burnout. During this stage staff will often make a special effort to find fault in the camp or in other staff. Losing sleep is a physiological response to increased anxiety (Klariach, 1987). The responses in Table 38 indicate that stress does exists in the camp and at high enough levels to be approximating the first two stages of burnout. The third stage of burnout, severe depression, was not reported.

Table 39 presents the most common responses to coping with job stress at camp by staff. The table includes only those responses with a frequency of seven or higher, thus resulting in the presentation of 14 of a total 38 responses. The most common response, mentioned by 62 of the respondents was to talk to friends about the sources of stress. Austen and Voelkl (1981) emphasized the importance of social support in times of increased stress for camp staff. The data in Table 39 suggest that the same is true for this sample.

Talking to friends emerged as an important response to stress at camp. While in some respects informal discussions among staff may be viewed as positive, there are some serious drawbacks. First, the organization which is responsible for these individuals should play a larger part in preventing and helping to alleviate stress. That staff members can only commiserate among themselves in response to their job stress is not necessarily a good sign for an organization.

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was divided into two separate questions. One asked if the respondent had been a camper at the camp at present and another asked if he or she had been a counsellor in training at the camp prior to becoming staff. The question when staff divided into two separate questions because a camper's experience may be considerably different from that of a counsellor in training. In addition, if respondents had never been in that camp's counsellor in training program, they would simply fail to answer the question if they had been asked to indicate their status. This could result in a reduced number of responses to the question. However, the author felt that the added information gained would be worth the risk.

Another problem encountered in the pilot questionnaire was that the open-ended questions did not receive the response that the author intended. Instead of answering the questions with a paragraph or two, respondents tended to write a few words or a phrase. This was unfortunate as the author had hoped to obtain a great deal of information from these questions. The author felt that the open-ended questions would be more effective if they were replaced by a series of questions which would probe the respondent's feelings about the issues. For example, the question "What are the problems of being a staff member?" was replaced by a series of questions which asked the respondent to indicate his or her agreement or disagreement with statements such as "Staff are not paid enough" and "Staff are not given enough time off". The author felt that this would result in more information being obtained from the questionnaire.

In the pilot questionnaire the role conflict and role ambiguity measure as well as the job satisfaction measure used a seven-point Likert Scale to record the responses. The author felt that the seven-point scale was too detailed for the purpose of this study. The author felt that a five-point scale would be more than adequate to record the respondent's feelings. Pilot testing indicated that this was indeed the case. The author decided that the five-point scale did not differ significantly from a seven-point scale with regard to its ability to gather information.

The final section contained in the pilot questionnaire was the open-ended question. The author felt that this question would provide the respondent with the opportunity to express his or her feelings about the camp. However, the final version did not include this question. This was done primarily because the author felt that the open-ended questions would not receive the response that he had intended. Instead of answering the questions with a paragraph or two, respondents tended to write a few words or a phrase. This was unfortunate as the author had hoped to obtain a great deal of information from these questions. The author felt that the open-ended questions would be more effective if they were replaced by a series of questions which would probe the respondent's feelings about the issues. For example, the question "What are the problems of being a staff member?" was replaced by a series of questions which asked the respondent to indicate his or her agreement or disagreement with statements such as "Staff are not paid enough" and "Staff are not given enough time off". The author felt that this would result in more information being obtained from the questionnaire.

Discussion of Interview Results

The first question in the interview was "Did you enjoy your summer?" Almost all of the respondents answered yes to this question. Those who answered no indicated that they had been unhappy with the camp director. This was the only time that the author felt that the staff-director relationship appeared to be an outcome of the summer. A camp director is generally not in a position to please all staff for the duration of the summer. Inevitably, some staff will feel the camp director has treated them unfairly at some point in the summer. The only realistic course of ac-

The Questionnaire

In this section the purpose, objective and justification for each question in each section will be discussed.

The demographic portion of the questionnaire contained ten items. Because there were no highly sensitive demographic items soliciting extremely personal or controversial information there was no need to organize the the questions in a manner that would ease the reader into the questionnaire. All demographic questions were easy to answer so they did not appear in any special order.

Question 1a

Please indicate the total number of summers you have worked as a summer camp staff member here or elsewhere. Include the current summer in your response.

One Two Three Four More (How Many)

The intent of this question was to record the total number of years the respondent had worked as a camp staff member at any camp. It was assumed that the level of experience a staff member had would be related to the manner in which the individual would perceive a situation and thus the questionnaire measures.

Question 1b

Please indicate the number of summers (including this summer) that you have been a staff member at this camp.

One Two Three Four More (How Many)

Question 1b sought to determine the number of years the respondent had been a staff member at their present camp. This question was included so that familiarity with a particular camp could be assessed as a possible factor in determining the levels of the four attitudinal constructs.

Question 2a

tion the director can take is to consciously attempt to remain consistent in dealings with staff throughout the summer, and to present each decision in a manner that the staff could understand and accept.

Often, the counsellor is the last to be informed of a program change. Receiving inadequate advanced warning regarding program innovations is considered to be a significant stressor for most summer camp staff. A first year staff member stated that "the junior staff didn't appreciate not knowing what would be planned for that evening." This counsellor felt that staff should receive more than one hour's notice regarding program changes. The true problem is not the exact amount of time one should receive prior to a program change, it is just the fact that counsellors recent being the last to be informed of a change. It is the counsellor who must answer the camper's questions in most cases and when she or he is unable to do so, or answers incorrectly it re-emphasizes the lack of decision-making power the counsellor posseses.

The first theme, which was that of an increase in stress towards the end of the summer was reported by about 70 percent of the interview sample, therefore, the majority of staff appear to begin the summer with little stress and finish with higher levels. The staff were not able to articulate the reasons for this pattern, other than "I was tired," or "burned out."

The camp should be more selective when recruiting staff", stated a section head who had experienced considerable stress in relation to his supervisory duties. Another section head claimed that "they had hired all the poor staff from last year." Other staff indicated that there is a real need to recruit older staff. Unfortunately, most directors are all too aware of these concerns but due to salary limitations many older (in their latter university years) staff must seek other forms

Were you a camper at this camp prior to becoming a staff member? 131

Yes___ No___

employment. The problems related to staff recruitment are a constant concern to

This question like 1b, measures familiarity with a particular setting as a camp directors.

factor affecting attitudinal responses. Questions 1b, and 2a may have had a par-

Most staff also claim that their camp's administration should improve

ticular affect on role ambiguity because, as familiarity with a particular environ-

the mechanisms for the dissemination of information throughout the camp. In

ment increases role ambiguity should decrease.

many cases, and especially at the beginning of the summer, the lines of com-

Question 2b.

munication do not operate effectively because, many of the staff occupying key

Were you a counsellor-in-training at this camp?

positions are still in the process of learning their jobs. The result is that most often

Yes___ No___

it is the counselors who are not informed of program changes in sufficient time to

Question 2c.

be effectively implemented.

If so, please indicate the total number of summers you were here.

Most of the staff firmly believed that if they are to do a better job in the

____ summers

future they require more time-off. Staff indicated that more time-off was required

Questions 2a, 2b, and 2c were concerned with gaining information to rejuvenate oneself or to pursue leisure activities. For most directors this is a

regarding the respondents experience with the camp (if any) prior to receiving difficult request because camps generally have a limited number of human resour-

employment at the camp. A first year camp staff member with a history at the ces, and in no time (except during change-over periods) can the program stop to ac-

camp either as a camper or a counsellor-in-training may have become familiar with comodate more time-off for staff. However, camp directors need to be aware that

the people, program, norms at the camp. Once they become staff this person may, staff are requesting more time-off.

in fact, experience less role conflict, role ambiguity and job stress than a person

The suggestions of the respondents are reasonable and show a true con-

who is completely new to the camp.

cern for the camp. However, because of economic or time restraints on the part of

Question 3.

the camp administration these requests are often not met. Camp administrators

Your age is

would be required to modify their camps, programs, and most importantly, their

____ years, ____ months

way of thinking, if these suggestions are ever to be realized.

Question 3 asked the respondent for his/her age in years and months.

Recommendations for Camp Directors

The age variable was used in correlations with role conflict, role ambiguity, job

This section will present six recommendations for camp directors based

satisfaction and job stress. Age was assumed to be a variable that might affect the on the results of this study. The recommendations include the areas of; increasing

individual's responses on the four constructs.

autonomy for camp supervisors, the development of structural mechanisms for the

dissemination of feedback information, the effective communication of performance

Question 5a.

What is your exact job title at camp this summer?

Each member of staff has, or should have, a job title, and this question asked the respondent to indicate what that was. The work environment of a sailing instructor may be considerably different from that of a section head. Stress, may in fact be more prevalent in some positions than in others. This observation has been made in other employment areas (Locke & Massengale,1978). The question was included so that comparisons could be made between various positions at camp.

Question 5b.

What is the main emphasis of your work?

___ Cabin Counselling
___ Instructional
___ Supervisory
___ other (Please State) _____

Question 5b serves as a check for question 5a, in that it is a second opportunity to indicate what work the respondent is responsible for at camp. It is also useful in the case where respondents really do not know their exact job title. With question 5b staff can indicate the nature of their work.

Question 6.

What is your highest level of education?

___ High School ___ Grade
___ Community College ___ Years
___ University ___ Years
___ Other (Please State) _____

Question 6 asked the respondents for their current level of education. Education and age variables were used as measures of personal maturity.

Two more demographic variables were coded into the computer but did not appear on the questionnaire. The variables were camp size and camp type. The variables of camp size (large or small) and camp type (private, agency or church operated camps) were determined as the (pre-coded) questionnaires were returned from the camps. The information guiding the categorization of the camps was obtained from the Ontario Camping Association Summer Camps Directory.

The format and the wording of the demographic items were designed to facilitate coding. Each possible response for the closed-ended questions was given a code number. The coding procedure for the questionnaire was determined prior to data collection.

The next section of the questionnaire consisted of the role conflict and role ambiguity measure developed by Rizzo et al. (1970). The primary goal in using this scale was to measure the level of role conflict and role ambiguity existing in camp staff. As indicated above, the scale was slightly modified by the researcher so that it would better apply to a summer camp setting.

Fifteen items specifically measure role conflict and fourteen items measure role ambiguity. The different forms of role conflict and role ambiguity are reflected in various items. Four different types of role conflict are measured within the fifteen role conflict questions. Person-role conflict is measured in questions 3, 5, 26, and 28. Intra-sender conflict is represented in questions 1, 11, 15, 17, and 24. Role overload items are measured by questions 7 and 18, and conflicting expectations and organizational demands by questions 9, 13, 20, and 22.

Two different types of role ambiguity are measured from within the fourteen role ambiguity items. The form of role ambiguity defined as the predictability

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These responsible for staff recruitment may consider increasing the quality and quantity of orientation for staff, especially new staff, prior to their arrival at camp for pre-camp training. It is apparent that many young people arrive at camp to be staff but they really have no idea of what to expect from 'camp'. Staff should be made more aware of the nature of the camp environment and their role at the camp prior to their arrival.

Camp administrators should attempt to acquire a level of structure that would offer camp staff some positive parameters in which they can work and live. Guidelines developed by the camp administrators governing the areas of job performance and unacceptable behaviour should be passed on to staff so as to decrease the ambiguity associated with being a staff member at a residential summer camp.

The term 'structure' in camp programs can be associated with rigid and militaristic programming and with strict rule enforcement. This is not how it is intended to be used in this study. The definition of the term structure as it applies to this study implies a clear, and realistic set of guidelines that incorporate every aspect of the camp operation. Structure implies the existence of parameters, which everyone at camp should be aware of and have the ability to understand. Structure is not meant to rigid or restricting, rather, this type of structure is meant to allow for more freedom. If staff are constantly thinking about what they may be doing wrong, then they are not thinking about what they may be doing right.

Most camp directors would argue that this type of structure is already in place, and in most cases they are correct. The problem is that in many cases the parameters only become evident to staff after they have ventured beyond a parameter. The staff member is then informed of the infraction, or corrected in some way by the director or a supervisor. Ultimately the staff member will become hesitant about attempting something similar in the future. This process may

of outcomes or responses to one's behaviour is measured by questions 8, 16, 23, and 29. Secondly, the form of role ambiguity defined as clarity of behavioral requirements in terms of inputs and outputs from the environment which can be organization can communicate every possible expectation to every staff member. However, an organization can consciously attempt to establish solid behavioral parameters by communicating realistic expectations to staff members. In the discussion which follows the role conflict items are presented and discussed separately from the role ambiguity items. However, the role conflict and role ambiguity items were integrated on the questionnaire. Some items were expressed with positive wording and others were expressed negatively. The items are expressed in this manner in order to keep respondents from making habitual responses and it requires the respondent to read each question carefully.

1. *I have enough time to complete my work.*
2. *I perform tasks which are too easy or too boring.*
5. *I have to do things that I think should be done differently.*
7. *I am able to act the same regardless of the group I am with.*
9. *I work under policies (camp rules) and regulations which are not compatible.*
11. *I receive assignments without enough help to complete them.*
13. *I have to ignore a rule or policy in order to carry out my responsibilities.*
15. *I receive assignments that are within my training and capabilities.*
17. *I have just the right amount of work to do.*
18. *I work with two or more groups which do things quite differently.*
20. *I receive incompatible requests from two or more people.*
22. *I do things that are likely to be accepted by one person but not another.*
24. *I receive assignments without the resources or the materials to complete them.*
26. *I work on things that are unnecessary.*

Camp administrators should possess a clear and concise picture of the type of behaviour they expect from their staff. This behaviour should be able to be defined in terms of measurable behavioral outcomes which can be communicated to staff. It is not enough to state that a person entering camp should be a 'good' counsellor. The state of being a 'good' counsellor must be broken into measurable behavioral outcomes. There is no one special technique that can be used to accomplish this task. However, if camp administrators are aware of the types of behaviors they expect from their staff, these behavioral expectations can be passed on to staff when they are hired. The communication of staff expectations will allow the potential staff member to make a more informed decision to accept or not accept employment at the camp, and for the employer to make a more accurate decision with regard to hiring the applicant.

Summer camps are decentralized organizations as opposed to centralized organizations. A centralized organization is one which is completely controlled by a central office. A decentralized organization is one which disseminates decision-making power to autonomous units within the organization. The central office of a decentralized organization still possesses the greatest decision-making power but it is not involved in every decision that occurs in the organization.

Summer camps, though controlled by the camp director, still require that many decisions be made by other individuals such as section heads, activity heads, and counsellors. Section heads and activity heads are responsible for decision-

28. *I do work which suits my values.*

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Listed below are the fourteen role ambiguity items as they appeared in the questionnaire. Respondents were asked to indicate the extent to which they agreed or disagreed with each item as it pertained to their summer camp work experience.

2. *I feel certain about how much authority I have.*

4. *My job has clear goals and objectives.*

6. *The lack of policies and guidelines makes my job easier.*

8. *I am corrected or rewarded when I really do not expect it.*

10. *I know that I have divided my time properly to do my job.*

12. *I know what my responsibilities are.*

14. *I have to learn in order to perform my duties.*

16. *I know exactly how I will be evaluated for a raise or a promotion.*

19. *I know exactly what is expected of me.*

21. *I do not know how my job is linked to the rest of the work in camp.*

23. *I am told how well I am doing in my job.*

25. *Explanations about what I am to do are clear.*

27. *I have to work with instructions and guidelines which are not clear.*

29. *I do not know if my work will be acceptable to my supervisor.*

A five point Likert Scale was used to record the responses for the role conflict and role ambiguity items. This type of scale was selected because of the questionnaire's spatial restrictions. The scale was represented in such a manner that a response of one (1) indicated that the respondent strongly agreed with the statement and a response of five (5) indicated that the respondent strongly disagreed with the statement. The five and seven point Likert Scale has been used extensively in recording survey research responses (Kviz and Knafl 1980).

making within their areas of responsibility and often involve other staff. Counselors are constantly involved in the decision-making process as associated with the management of their cabin group. Because a summer camp operates continuously when campers are present and because many different programs may be operating at one point in time, it is impossible for supervisors to monitor all the activity at all times. Therefore, all camp staff must have the ability and power to make decisions regarding the care and safety of the young people in their charge. This is a great responsibility for a person 16 years of age who may be away from home for the first time. As with other decentralized organization a high level of structure is required to guide decision-making in the absence of authority figures. This is also true for summer camps.

The need for a more formal level of structure is evident every time a canoe trip leaves camp. Canoe trip staff can be out of contact with the camp for periods of two days to six weeks, during which they are making all decisions regarding the welfare of the children in their charge. During their absence the camp director can only trust that the canoe staff have been properly trained and informed in the camp's practices and procedures. It is the knowledge of the organization's policies, procedures, and philosophy that will guide the decision-making of the trip staff. In most cases trip staff do not have the option to consult with camp management about a problem while on trip, they are responsible for all decisions. Trip staff need to aware of the parameters regarding behaviour and activities for canoe trips. This may appear to be a basic issue but all too often camp directors only offer staff minimal information regarding behavioral parameters. It is not difficult to see that canoe staff need a more formal level of structure to guide decision-making because of the decentralized nature of the summer camp organization.

Part three of the questionnaire consisted of the five item job satisfaction measure which was included for two reasons. First, job satisfaction, role conflict, role ambiguity and job stress are related concepts with regard to the greater concept of wellness in the work place. Secondly, if job satisfaction is to be used a predictor of job stress or as a predicted outcome of role conflict and role ambiguity, then a measure of total job satisfaction is required to examine these potential relationships. As there are a limited number of job satisfaction items they were designed to have a broad focus. Each item is discussed in turn below.

How satisfied are you with:

Question 1,

...the nature of your responsibilities.

The respondent was asked if he or she was content with the tasks required of the job at camp. This question attempted to measure staff satisfaction regarding the technical aspect of the individual's job. For example, a waterfront instructor may be very happy to be at camp with friends and working with children but detest the long hours spent patrolling the beach. This otherwise content staff member may begin to resent being at camp because of the technical requirements of the position.

Question 2.

...the working relationship with your supervisor.

This question asked the respondents how content they were in working with the person who is their superior. Cherniss (1980) stated that a major cause of discontent among staff in the human services was a poor or inconsistent relationship with one's supervisor. The supervisor, in a work situation, is often the immediate source of role conflict and role ambiguity (Katz & Kahn,1978).

Question 3.

Recommendations for Further Research

This study explored the extent to which summer camp staff experience role conflict, role ambiguity, job satisfaction, and job stress. The results identified some significant relationships among these areas which are of special interest to camp administrators. It also lends support for the continued use of well established concepts and constructs from the field of organizational behavior, such as the Role Episode Model, in camping research methodologies. However, the results indicate that the measures used in this study do not explain all the job stress experienced by camp staff.

Although role conflict and role ambiguity do not account for job satisfaction or job stress entirely, both the quantitative and qualitative results indicate that role conflict and role ambiguity-related problems do exist for summer camp staff. The results suggest some important new directions for summer camp staff management research. Four avenues for further research have been identified.

The observation method of data collection may yield some new insights into the sources of job related stress over those that can be accessed by interview and questionnaire design. Because of the relatively young age of camp staff, they may not entirely understand some of the questionnaire items. Intimidation may also be a factor in their responses; that is, they may feel uncomfortable answering questions of this nature and then turning them over to supervisory personnel in camp, even though anonymity is assured. It is well known that studies employing survey methods can only draw conclusions based on the perceptions of the respondent. An observational method might provide more data with regard to the actual behaviors of camp staff with regard to role conflict and role ambiguity. This method would involve a much smaller sample, however, it could be used to complement the existing body of survey method results in this area.

...the working relationship with other staff.

Relationships with other staff have been identified as important factors in staff retention in summer camps (Becker, 1984, 1986; Ball, 1956). Staff relationships have also been reported to be of great significance for staff during periods of high stress (Austin & Voelkl, 1986). Thus, poor relationships with one's colleagues can manifest themselves in other areas such as in a high level of anxiety.

Question 4.

...the amount of freedom I have to define my job.

Question four asked the respondent if they were satisfied with the amount of input they possess in deciding the content and the scope of their job. Some staff may not wish to take part in the formulation of their job responsibilities and would simply accept what is decreed from their superiors. Other staff may have a stronger need to assist in the structuring of their duties or to have the freedom to request changes. The involvement one wishes in defining a job is a personal preference; therefore, this question asked respondents how satisfied they were with the amount of freedom they had.

Question 5.

...the over-all summer camp experience.

Item five was included in the measure in order to capture the generality perspective from the respondent with regard to the outcome of the summer in general. The respondent was asked to take into account all the positive and negative aspects of the summer.

A five-point Likert Scale was used to record the job satisfaction responses. A response of one (1) indicated extreme dissatisfaction and a response of five (5) indicated extreme satisfaction with a statement.

A second research avenue would be the replication of this study in other provinces with an active camping movement. For example, the overall structure of camping in Alberta is considerably different from that of Ontario. Replication of this study in a different province would allow for greater understanding of summer camps in general, and help to determine how widely the results of the present study can be generalized. A replicated study in Alberta, for example, would serve the Canadian Camping Association in providing knowledge of a provincial difference in the management of summer camp staff. In conducting a replication study the instruments of the present study could be refined in several ways. First, demographic items which proved to have no discriminating value could be omitted. Second, a multi-item stress measure could be included to more thoroughly examine the various aspects of job stress specifically. Finally, the number of interviews could be increased to include approximately 50 percent of the sample. The objectives and general presentation of the questionnaire need not be altered.

A third avenue for further research into summer camp staff management involves incorporating the 'locus of control' concept from social psychology, with the method of the present study. This concept has considerable explanatory power, by categorizing individuals as having an internal or external locus of control. A person with an internal locus of control is one who believes that he or she has considerable control over the environment. One with an external locus of control feels that he or she has little power, and that the power base is external to the individual. The concept of locus of control has been widely used in organizational behavior research. Applied to summer camp staff, this categorization could lead to the identification of personality types most suited to camp life, and help directors to place staff members in positions that are most appropriate for an individual. A canoe tripper, for example, must have the ability to be resourceful and to be confi-

dent in decision-making, and exhibit control over his or her environment. Counsellors, on the other hand, must follow a much more rigid schedule, and be able to set their personal autonomy needs aside to some extent, and allow their environment to control their lives to a certain degree. Utilization of the locus of control methodological and conceptual tools could benefit both the individual staff members by maximizing their own potential as well as the summer camp organization by gaining stronger performances from their staff.

The final avenue for further research involves exploring an area previously unstudied, that of the personal and social components of camp staff life. The utilization of job related measures such as role conflict and role ambiguity in understanding the sources of job related stress and job satisfaction, in summer camp staff, has clearly yielded some interesting results. However, it is also clear that these concepts do not explain all the sources of job stress, and job satisfaction. These concepts have been developed for application in the workplace and summer camp staff are employees in a work environment. However, the results of this study may point to a need to face the very different nature of the summer camp work environment from that of other workplaces. Primarily, the future of summer camp staff management research should recognize that the personal lives of the employees are inextricably tied in with their work lives. Relations with other staff has been shown to be very important to job satisfaction, but this should probably not be interpreted in a very narrow work environment perspective. For a summer camp staff member, peers in the work place are peers in the personal domain as well. In the popular arena, the importance of personal relationships to summer camp staff and to the overall summer camp experience is well known, but has been ignored in research on all aspects of summer camp staff management. Probably a great deal of variation in job satisfaction and job stress has as much to

The job satisfaction questions were placed in particular order for a specific purpose. Questions one, two and three are relatively straightforward and asked the respondent for information regarding particular areas of camp. Question four was more abstract because the respondent was required to visualize what the optimum work environment would be (in relation to the level of freedom he or she had to define their job), and then subtract positive elements until they arrived at what actually existed. Question four does require the respondent to consider a greater variety of aspects of the camp environment before selecting a response. Question five required the respondent to give a score to the entire summer experience incorporating as many elements as possible. The five questions were ordered in such a way as to get the respondent to consider only a few elements of the summer experience at first (questions 1, 2 and 3) to then incorporate as many elements as possible for the latter questions (questions 4 and 5), so as to ease the respondent into more complex questions.

The final section of the questionnaire consisted of the three ordinally structured job stress questions and four corresponding open-ended questions. The purposes of the job stress questions were twofold. First, they were used in exploring empirical relationships with role conflict, role ambiguity and job satisfaction. Secondly, the open-ended items attempted to identify some specific stressors that exist for camp staff in their daily program.

Unlike the role conflict and role ambiguity measures and the job satisfaction scales, which measured single concepts, the job stress questions measured three completely different aspects of job stress. These are the level of job stress, the fluctuation in job stress, and the effect of job stress on performance. For this reason they were treated as three separate items and were not summed to produce one job stress score. Each job stress item had a corresponding open-ended question

which asked for more details on that particular topic. Listed below are the job stress items as they appeared in the questionnaire: the nature and purpose of each item is discussed.

Question 1.

As is likely the case for any form of employment, working at a summer camp may create stress for staff members. Please indicate by circling one of the numbers on the scale below how much job related stress you have experienced. The purpose of question one was to obtain a score for the total level of job stress experienced by staff.

Question 2.

One can experience more or less stress at different times in the summer. Please indicate the extent to which you feel your level of stress has fluctuated over the summer.

This question enabled the researcher to assess the dynamics of stress as experienced by staff over the course of the summer. Understanding the dynamics of stress was believed to be important because it could possibly be linked to certain events or situations during the summer that could appear in the qualitative data.

Question 3.

Please indicate to what extent the stress you have experienced has had an effect on your performance as a summer camp staff member.

Item five asked the respondent to evaluate the effect of the stress on their own performance. Obtaining a valid score for this item is probably difficult, not because of dishonesty among respondents but rather because it is difficult to evaluate the effect of stress on oneself (Freudenberger 1973). The item was included in an attempt to identify the manner in which staff perceive stress to influence their performance.

do with the state of the individual's personal life in camp as it does with the more specific job related issues. Future research in this area should explore the kinds of expectations staff members have for the summer, and also, the kinds of situations they encounter at the personal and social levels. The mean age of the summer camp staff member is approximately 19, and it is naive to ignore the importance of friendship and romance to persons in this age group working at a temporary summer job. A whole new area of research and insight could be sparked by the publication of an empirical study entitled "Summer Relationships and Job Satisfaction in Summer Camp Staff".

Presented below are the open-ended questions of the job stress section.

Each question provided the respondent with four lines for the response. Each line was labelled a,b,c, and d, to encourage the respondent to give four separate responses.

Question 1.

Regardless of the actual amount of stress you have experienced please identify four aspects of your work which you consider to be the greatest sources of stress.

Question 2.

Please indicate the four most significant ways in which stress has affected your work.

Question 3.

Please indicate the four most significant ways in which you have attempted to cope with the stress (regardless of the level) associated with your job.

The job stress questions were arranged to appear in the questionnaire so as to solicit responses from the subject that ranged from the general to the specific, unlike the job satisfaction items which focused on the specific at first then moved to the general. The stress questions were placed in this order so that the respondent would begin to think about the general concept of job stress before answering more specific questions about the dynamics and the effect of the stress.

Reliability and Validity

The construct validity of role conflict and role ambiguity measurement scales has been discussed in the literature (see Applications of Role Conflict

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and Role Ambiguity in Chapter 2). In addition, all three of the multi-item measures utilized in this study were examined, upon completion of the data collection, for reliability. An SPSSx covariance matrix test yielded alpha scores of 0.7436, 0.7864, and 0.7894, for role conflict, role ambiguity, and job satisfaction, respectively. Literature reports, as well as the testing of the data set consistently confirm that these instruments are both reliable and valid.

Interview Schedule

The purpose of the interviews was to gain a deeper insight into the sources of job stress experienced by staff. The interview data could also suggest the manner in which stress affected the staff and the way in which the staff attempted to cope with stress. The final aim of the interview portion of the study was to obtain responses from staff regarding the aspects of camp employment that could improve in the future and possibly, identify methods for achieving this.

The interview schedule was based on the job stress section of the questionnaire. It consisted of nine questions, seven of which were based on questionnaire items. The interview schedule as it was employed appears below.

1. *Did you experience any stress related to your job at camp this summer?*

2a. *What aspects of camp caused you the most stress?*

2b. *Why?*

3. *Did you experience more or less stress at different points in the summer or did it remain constant throughout?*

4a. *At what points in the summer did you feel more or less stress?*

4b. *Why?*

5. *Do you think that the stress you experienced affected your performance in any way?*

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6. *In what ways do you think the job related stress affected your performance?*

7. *Did you notice job related stress affecting the performance or personality of your friends at camp?*

8. *How did you handle the job stress that you experienced while you were at camp?*

9. *What types of things do you think your camp organization could have done to lessen the amount of job related stress you experienced this summer.*

To ensure confidentiality and anonymity respondents were asked not mention their names, the name of their camp or the names of other staff. If staff wished to refer to another individual, they were asked to do so by job title.

A reliable measure implies that if the test were to be repeated it would yield similar results. The reliability of the interview schedule was tested by comparing the results of the interviews with the results of the open ended questions. Seven of the nine interview items also appeared in the questionnaire. The two remaining items could not be tested in this manner. However, they were primarily concerned with individuals describing their own camp.

The interview schedule was examined for face validity. Interview data were checked after the first four interviews to ensure that the content of the interview responses were in accordance with the purpose of the interviews, and to ascertain if any changes to the interview schedule were required, and so it was decided that no question content changes were required.

The Population

There is a great variety in summer camps in Ontario; many serve clients with special needs. These summer camps require specialized programs and staff. No longer can one assume that all the summer camps in Ontario and Canada can be classified as having a traditional summer camp program. The population of

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summer camps is too heterogenous to allow them to be labelled as a unified group.

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Information regarding the names, addresses, program specifications and operating basis (whether the camps are private, agency or church operated) was obtained from the 1988 Ontario Camping Association Summer Camp Directory. The directory listed a total of two hundred and two camps.

For the purposes of this study it was necessary to select one type of camp to serve as the population. The traditional summer camp with a general program was selected because it remains as the largest category of summer camps. Characteristics of the traditional summer camp can still vary significantly within a given category. Therefore, more specific criteria were selected so as to identify a relatively homogenous group of summer camps.

The summer camp population for this study was made up of residential summer camps with a traditional program, co-ed clients and clientele, a minimum of eighteen staff and hold current membership in the Ontario Camping Association. A total of seventy-four known camps satisfied these criteria. However only 17 took part in the study.

Sampling Procedures

In order to accommodate the various requirements of this study, two sampling methods were used. The cluster method was used in the first stage to group the seventeen various camps in the study into homogenous categories. Once the categories were established, the proportional stratified method was used to select individual sampling units from within the clusters of camps.

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The goal of the sampling procedure was to select a proportional number of staff in different positions (counsellors, instructors and section heads) from each summer camp category (large private camps, large agency camps, large church camps, small private camps, small agency camps and small church camps). Only program personnel were selected as subjects for the study. Support staff and those holding management positions were excluded from the sampling.

The sample of summer camp staff was secured by asking the directors of each camp to volunteer their staff for the study. Each camp director within the population of seventy four camps received a letter that explained the study and asked for their participation during the summer of 1988 (Appendix C). A letter from the Department of Recreation and Leisure Studies at the University of Alberta, and a letter from the President of the Ontario Camping Association (Appendix D) acknowledging the legitimacy of the study were also sent to each camp director. The letters to the directors were sent by mail prior to April 28, 1988.

A deadline of May 18, 1988, was selected, after which the study would proceed with only those summer camps secured at that time. Seventeen of the seventy-four camps responded positively by the deadline date. Fourteen camps replied negatively, and the remaining camps did not reply at all. It should be noted that the respondents in the small agency camps category were all associated with the YMCA or the YWCA, and those in the small church camps category were all associated with the United Church of Canada. These were the only camps that wished to participate in the study, from those categories.

The seventeen summer camps in the sample were categorized by their size and operating basis, using the cluster method. Cluster sampling implies that elements are sampled through clusters which are heterogenous in nature, yet each cluster is a group of homogenous units (Sanders & Pinhey,1974). For example, the

camps in the small private camp cluster were assumed to be similar to one another, yet different from the other camp clusters. Actual sampling units were obtained from within each cluster of camps. Table 1 indicates the clustering results of the sampling procedure in which summer camps were placed in groups according to their size and type

Table 1

Number of Camps in Sample by Size and Type

	Private	Agency	Church
Large camps	3	1	2
Small camps	4	3	4

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APPENDICES

Appendix A

Pilot Questionnaire

SOURCES OF ROLE CONFLICT AND AMBIGUITY

QUESTIONNAIRE

JOE PAVELKA
UNIVERSITY OF ALBERTA

In an attempt to obtain a representative sample of camp staff, a proportional stratified sampling method was then used to ensure that a proportional numbers of counsellors, instructors and supervisors were included. This was made possible by obtaining staff lists from the directors (including the name and position of each staff member) prior to the start of the summer. A staff position breakdown of 60 percent counsellors, 30 percent instructors and 10 percent supervisors was believed to be representative of most camps in the sample. This was the objective of the proportional stratified sampling procedure and was adhered to as closely as possible. In most cases attaining the appropriate percentages was possible. However, in two of the small agency camps adjustments were required which resulted in a greater proportion of counsellors being included in the study. These extra counsellors were included to make up for a shortage of available supervisory staff.

Joe Pavelka
Department of Recreation & Leisure Studies
The University of Alberta
Edmonton, Alberta
T6G 2H9

Dear:

I trust this letter finds you in good spirits as you prepare for another summer at Pahkon or elsewhere. As you may know I am currently at the University of Alberta, Edmonton, conducting research on summer camps. My research is basically looking at the sources of job-related stress experienced by staff during the summer. Research in this area could hold positive implications for creating a summer camp environment which minimizes stress and allows staff to be relaxed and effective.

I ask you to please fill out this questionnaire to help my research. It will not take more than 15 to 20 minutes to complete. This questionnaire is a preliminary study determined to see if it can actually locate sources of job-related stress. This questionnaire is an extremelly critical part of my research.

When you are filling out this questionnaire, please do so as honest and critical as you can. Your response will only be useful if you are honest and critical. You are not required to sign this questionnaire, so the response will be annonymous and confidential.

I have provided a self-addressed stamped envelope so that you may return the questionnaire as soon as possible. It is extremely important that you return the completed questionnaire quickly as time is running out. I thank you very much for your support, it is greatly appreciated.

Sincerely,

Joe Pavelka

P.S. Have a great summer regardless of where you are or what you are doing!

Proportional stratified sampling was conducted by obtaining the sum of employees within each staffing category (counsellors, instructors and supervisors) within each cluster. Then the appropriate percentage of staff (60 percent counsellors, 30percent instructors, and 10 percent supervisors) was sampled from each cluster with a proportional number of staff taken from each camp in that particular cluster.. For example, in the large private cluster the researcher added up separately the counsellors, instructors, and supervisors from all the camps in that cluster. Given that the total number of staff to be sampled from the large private cluster was to be approximately fifty, the appropriate percentage of staff were selected from the total of staff from each staffing category. For example, if there were one hundred counsellors, thirty instructors and ten supervisors in the large private cluster only a percentage of those would be sampled totaling fifty from the cluster. Therefore the actual final outcome for the large private cluster resulted in 30 counsellors, 15 instructors, and 5 supervisors being sampled for the study. In selecting the appropriate number of staff within each staffing category, the standard stratified method was used. Table 2 presents the results of the proportional stratified sampling procedure. It should be noted that each camp category represents a particular number of camps as indicated in Table 2. For example, the 28 counsellors in the large private cluster were selected as equally as possible from the three camps in that cluster.

A total of fifty staff for each of the six different camp clusters resulting in a total of three hundred respondents was the goal. Due to the low numbers of staff in the small clusters of camps, a total of fifty staff was not always possible. The end result was that 25 fewer staff were sampled from the small clusters, so the total number of potential respondents was two hundred seventy-five.

Table 2
Proportional Stratified Sampling Results

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Camp Cluster	Counsellors	Instructors	Supervisors	Total
Large/ Private(3)	28	17	6	51
Large/ Agency(1)	28	17	7	50
Large/ Church(2)	26	17	7	50
Small/ Private(4)	22	15	7	44
Small/ Agency(3)	20	9	6	35
Small/ Church(4)	23	13	7	45
Totals	147	88	41	275

PART 1

Please answer the following questions as carefully as possible.

1. a). Please indicate the total number of summers you have worked as a summer camp staff member here or elsewhere. Include the current summer in your response.

_One _Two _Three _Four _More (How Many)

b). Please indicate the number of summers (including this summer) that you have worked at this camp.

_One _Two _Three _Four _More (How Many)

2. a). Were you a camper or a counsellor-in-training at this camp before becoming a staff member? _Yes _No

b). If so, please indicate the total number of summers you were here. _____ summers

3. Your age is: __years __months

4. Are you? __Male __Female

5. a). What is your exact job title at camp this summer?

b). What is the main emphasis of your work? (Check One)

___Cabin Counselling

___Instructional

___Supervision of other staff

___Other (Please state)

6. What is your highest level of education?

___High School _____Grade

___Community College _____Years

___University _____Years

___Other (Please state) _____

SECTION II

Data Collection

Interview respondents were selected from the totality of returned interview response forms. Each questionnaire respondent was offered the opportunity to participate in the interviews. As the decision to take part in the study was entirely voluntary, no predictions were made in advance regarding the number of interview subjects.

Data collection for this study occurred in two separate stages. Questionnaire data was collected during the fifth week of regular camp while the respondents were still at camp. The interview data was collected shortly after the respondents had completed employment at their respective camps. Interview data was collected between August 29, 1988 and, September 7, 1988.

Due to the geographically diverse locations of the summer camps in-
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volved, and the need to collect data at one point in time, a mailed self-administered questionnaire was used. A package of questionnaires was sent to each camp to be administered to groups of respondents by a designated individual.

Immediately following the confirmation of participation by each camp, the camp director or the assistant director was asked (by way of telephone conversations) to administer of the questionnaires. All of these individuals indicated that they would be on site for the fifth week of regular camp.

Prior to the beginning of the pre-camp training week (June 21, 1988), a letter explaining the duties of the questionnaire administrator was sent to each administrator (Appendix E). During the third week of regular camp (the third week of July) they were again contacted by telephone to confirm their participation in the study. At this time one camp (small, private) withdrew from the study due to time constraints and the demands of the regular program. This reduced the sample to sixteen camps.

During the fourth week of regular camp a questionnaire package was sent to each designated administrator. Each package contained a letter explaining the exact administration process, a list of the names of the individuals who were to participate, and a letter explaining the nature of the data collection. This was to be read to staff members once they had gathered to complete the questionnaire (See Appendix F). Each participant received a questionnaire, an interview response form and a return envelope (see Appendix G). For the collection of the materials, the administrator was supplied with two larger envelopes marked questionnaire returns and interview response form returns. Finally, a large self-addressed, postage paid envelope was included so that the director could promptly and easily return the all data to the researcher.

The following are statements of work of summer camp staff members. Please think about each statement and indicate the extent to which it describes your job by circling one of the numbers on the scale.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

1. I have enough time to complete my work.

   1 2 3 4 5 6 7

2. I feel certain about how much authority I have.

   1 2 3 4 5 6 7

3. I perform tasks which are too easy or too boring.

   1 2 3 4 5 6 7

4. My job has clear goals and objectives.

   1 2 3 4 5 6 7

5. I have to do things that I think should be done differently.

   1 2 3 4 5 6 7

6. The lack of policies and guidelines makes my job easier.

   1 2 3 4 5 6 7

7. I am able to act the same regardless of the group I am with.

   1 2 3 4 5 6 7

8. I am corrected or rewarded when I really don't expect it.

   1 2 3 4 5 6 7

9. I work under policies (camp rules) and regulations that are not compatable.

   1 2 3 4 5 6 7

10. I know that I have divided my time properly to do my job.

    1 2 3 4 5 6 7

11. I receive assignments without getting enough help to complete them.

    1 2 3 4 5 6 7

12. I know what my responsibilities are.

The actual administration of the questionnaire was conducted by each

149

camp within two days of receiving the package. The designated administrators

were instructed to assemble the pre-assigned individuals to one place at the earliest

1 2 3 4 5 6 7

convenience to complete the quesionnaire. The majority of the administrators

13. I have to ignore a rule or policy in order to carry out my responsibilities.

reported that the procedure had been carried out after a meal or during a staff

1 2 3 4 5 6 7

meeting.

14. I have to learn as I do in order to perform my duties.

One hundred fifty-nine questionnaires were returned. Two were deemed

1 2 3 4 5 6 7

unusable, resulting in a response rate of 57 percent. Thirty-three persons

15. I receive assignments that are within my training and capabilities.

returned interview response forms indicating that they would participate in the

1 2 3 4 5 6 7

interviews. Once each respondent had been contacted by telephone, the total num-

16. I know exactly how I will be evaluated for a raise or promotion.

ber of interview respondents decreased to twenty-nine. During the preliminary

1 2 3 4 5 6 7

telephone conversation between the researcher and the respondent a meeting place

17. I have just the right amount of work to do.

and time was established, and the subjects were reminded that the interview would

1 2 3 4 5 6 7

be tape recorded.

18. I work with two or more groups which do things quite differently.

Interviews were generally conducted at the person's home, or in a quiet

1 2 3 4 5 6 7

public place, usually a restaurant. Twenty-five interviews were conducted in the

19. I know exactly what is expected of me.

Toronto area and four were conducted in Hamilton, Ontario. The majority of the

1 2 3 4 5 6 7

staff from the camps involved in the study were from the Toronto area.

20. I receive incompatable requests from two or more people.

A micro-recorder was used to record the interviews. This type of record-

1 2 3 4 5 6 7

er was used because it was considerably less obtrusive than the larger models, con-

21. I am not sure as to how my job is linked to the rest of the work in camp.

ducive to battery usage, and possesses excellent recording capabilities. Interviews

1 2 3 4 5 6 7

required an average of eighteen minutes with a range of twelve minutes to thirty-

22. I do things that are likely to be accepted by one person but not by others.

two minutes.

1 2 3 4 5 6 7

23. I am told how well I am doing in my job.

1 2 3 4 5 6 7

24. I receive assignments without resources or materials to complete them.

1 2 3 4 5 6 7

Problems and Adjustments

The primary problem in the data collection was a low response rate.[150] The majority of problems associated with the low response rate were logistical problems in ensuring that the questionnaires were administered at the proper time and returned to the researcher. The researcher's absence during the time of data collection meant that the director or assistant director was entrusted with the complete responsibility of the administration of the questionnaire. Six camps did not fill vacant places with replacements, thus decreasing the number of questionnaires returned. Four camps involved simply did not return any questionnaires at all. They were contacted but stated that they were too busy to have the staff complete the questionnaires. Four camps indicated that they had received the questionnaire package late as they pick up mail only once or twice a week, but all four were still able to participate.

Because these problems occurred in the latter stages of the data collection process little compensatory action was possible. However, it was decided that the return rate of 56 percent was sufficient to permit the required analysis.

Data Analysis

The raw questionnaire data were entered in numerical form into a computer file using the University of Alberta mainframe and the Michigan Terminal Operating System. The raw data file was 157 lines long and 64 columns wide. These columns contained a total of 52 variables. Non-numerical questionnaire responses were coded into numerical form, for example, male = 1, female = 2.

The Michigan Interactive Data Analysis System (MIDAS) was used to read and analyze the data. SPSSx was used in two analyses not available through

25. Explanations about what I am to do are clear.

1 2 3 4 5 6 7

26. I work on things that are unnecessary.

1 2 3 4 5 6 7

27. I have to work with instructions and guidelines which are not clear.

1 2 3 4 5 6 7

28. I do work which suits my values.

1 2 3 4 5 6 7

29. I do not know if my work will be acceptable to my supervisor.

1 2 3 4 5 6 7

SECTION III

The statements which follow identify various aspects of the work of a summer camp staff member. Please circle one of the following numbers to indicate your present level of satisfaction according to the following scale.

Very Dissastisfied 1 2 3 4 5 6 7 Very Satisfied.

How satisfied are you with

1. the nature of your responsibilities.

1 2 3 4 5 6 7

2. the working relationship with your supervisor.

1 2 3 4 5 6 7

3. the working relationship with other staff.

1 2 3 4 5 6 7

4. the amount of freedom I have to define my job.

1 2 3 4 5 6 7

5. the over-all summer camp experience.

1 2 3 4 5 6 7

MIDAS, namely, the test of reliability, and the post-hoc Scheffe test for the Analysis of Variance.

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The first step of the analysis involved recoding responses to selected questions in the role conflict and role ambiguity items. Responses to 13 items (Q1, Q2, Q4, Q7, Q10, Q12, Q15, Q16, Q17, Q19, Q23, Q25, Q28) were recoded so that they became parallel to the other questions. For example, Q1, "I have enough time to complete my work" is worded such that the lower the response, the higher the role conflict. The responses to these items were recoded such that 1,2,3,4,5 became 5,4,3,2,1. These recoded values were used throughout the analysis, and higher mean scores equate with higher role conflict and role ambiguity. All job satisfaction questions were positively worded.

SECTION IV

1. As is likely the case for any form of employment, working at a summer camp may create stress for staff members. Please indicate by circling one of the numbers on the scale below how much job-related stress you have experienced.

Very Limited Stress 1 2 3 4 5 6 7 A Considerable Amount of Stress

2. Regardless of the actual amount of stress you experienced, please identify three aspects of your work which to consider to be the greatest sources of stress.

I. _____

II. _____

III. _____

3. Please indicate to what extent the amount of stress which you have experienced has varied during the time you have been at camp by circling one of the numbers below.

Very Little Variation 1 2 3 4 5 6 7 A Great Deal of Variation

4. Regardless of the actual degree of variation, please indicate what factors have influenced the variations which you have experienced.

_____

_____

_____

_____

5. Please indicate to what extent the stress you have experienced has had an effect on your performance as a summer camp staff member.

Very Limited 1 2 3 4 5 6 7 To a Great Extent

6. Please explain the ways, if any, that stress has affected your work.

_____

_____

_____

_____

7. Please explain how you have attempted to cope with the stress (regardless of the level) associated with your job.

In the second stage of the analysis, three new variables were computed which expressed the *total* score per respondent for role conflict, role ambiguity, and job satisfaction. An additive scaling method was used to sum the responses for each item in these three multi-item measures. For example, since there were 15 role conflict items with responses ranging from one to five, the total role conflict score for each individual ranged from 15 (low role conflict) to 75 (high role conflict). The 14 role ambiguity items were scaled to a total score per individual of 14 to 70. The five job satisfaction items were summed to a total score ranging from 5 to 25. In most of the analysis, these total scores were used, however in some cases, when significant results warranted further investigation, the responses on specific questions were also analysed. As job stress was not a multi-item measure, each of the three different stress questions were analysed individually.

The data were first explored using descriptive statistics in order to check for illogical entries, and for the purposes of obtaining a basic description of the data set. The data were then further explored by various other statistical procedures.

The relationship among the continuous variables was tested using the Pearson product-moment correlation coefficient. For example, the Pearson product-moment correlations were used to test for a relationship between age and total role conflict score. The potential differences in two and more than two sample means based on breakdowns by discrete variables were tested using the Student's t-test and the oneway Analysis of Variance (ANOVA) respectively. For example, a T-test was used to test for a difference in the total role conflict score between the male and female respondents. An ANOVA was used to test for a difference in total role conflict score among private, agency, and church camps. This exploratory data analysis was followed by a regression analysis to test the hypotheses that role conflict and role ambiguity reduce job satisfaction and increase job stress.

Thank you for participating in this study. Please see next page.

Both the interview data and the open-ended questionnaire data were analysed using content analysis to identify the frequency of certain responses, for each question. This analysis served primarily to provide specific information on the situations within the camp program which create role conflict and role ambiguity, and which are related to job satisfaction and job stress.

Please indicate any ways in which this questionnaire can be improved. Please keep in mind that the questionnaire should be [illegible] easy to read, easy to look at, have clear instructions, and should not intimidate the user.

Section I – demographic data

Section II – job-related statements

Section III – satisfaction statements

Section IV – source related questions

Thank you very much for your cooperation in this pilot study.

CHAPTER FOUR
RESULTS

The results of the analysis of the questionnaire and interview data are presented in this chapter, beginning with a description of the sample. The results are then presented in the same order as the five objectives listed in Chapter One. Objective six, the discussion and interpretation of these results along with the concrete recommendations for camp directors, follow in Chapter Five.

Description of the Sample

A description of the sample indicating job related demographic variables appears in Table 3. The table indicates the item, as it appears on the questionnaire, categories corresponding to each item, the actual number of respondents in each category, and the percentage of respondents in each category.

For the variables camper before staff and counsellor-in-training before staff, the distributions are fairly equal. Almost 52 percent of the sample were campers at their present summer camp before becoming staff, and 45 percent were counsellor-in-training at their present camp prior to becoming staff. These numbers indicate that campers do often go on to become staff at the camps where they were campers.

The job title variable classified staff into six different positions. The results show that the sample consists of 51 percent counselling staff, 26 percent instructors (instructors plus activity heads), and 12 percent supervisors, which was close to the distribution sought through the sampling procedure, of 60 percent counsellors, 30 percent instructors, and 10 percent supervisors. For the analysis the "single tripper" was omitted, due to the very small size of this category. The type of work variable closely resembled the job title variable in that they were required

Table 3
Distribution of Sample by Job Related Demographic Variables

Characteristic	Category	Number of respondents	Percent of total
Camper before staff	Yes	81	51.6
	No	76	48.4
Counsellor in training before staff	Yes	71	45.2
	No	86	54.8
Job title	Counsellor	80	51.0
	Instructor	25	15.9
	Activity Head	17	10.8
	Section Head	20	12.7
	Resource Staff	14	8.9
	Tripper	1	0.6
Type of work	Cabin Counsellor	78	49.7
	Instructional	36	22.9
	Supervisory	38	24.2
	Other	5	3.2
Camp size	Large	78	49.7
	Small	79	50.3
Camp type	Private	40	25.5
	Agency	43	27.4
	Church	74	47.1

Appendix B
Final Version of Questionnaire

SOURCES OF ROLE CONFLICT AND AMBIGUITY QUESTIONNAIRE

JOE PAVELKA
UNIVERSITY OF ALBERTA

The purpose of this study is to identify sources of job related stress as experienced by summer camp staff while at camp. Please answer all questions as honestly and accurately as possible. Keep in mind that this questionnaire will remain completely confidential and anonymous. When you have completed the questionnaire please place it in the provided envelope, seal it yourself, and return it to the questionnaire administrator.

Thank you very much for participating in this study and I hope the rest of the summer goes well for you.

to indicate what was the nature of their work, however, there were considerably more respondents in the supervisory category. A possible explanation is that some resource staff and even activity heads may have perceived the primary responsibility of their job to be supervising other people, even though their job title may not have indicated a directly supervisory function.

PART 1

Please answer the following questions as carefully as possible.

1. a). Please indicate the total number of summers you have worked as a summer camp staff member, including this summer in your response.

_One _Two _Three _Four _More (How Many)

b). Please indicate the number of summers (including this summer) that you have worked at this camp.

_One _Two _Three _Four _More (How Many)

2. a). Were you a camper at this camp before becoming a staff member?

__Yes __No

b). Were you a Counsellor-in-Training at this camp before becoming a staff member?

__Yes __No

c). If so, please indicate the total number of summers you were here. _____summers

3. Your age in years, months

4. Are you? __Male __Female

5. a). What is your exact job title at camp this summer?

b). What is the main emphasis of your work? (Check One)

__Cabin Counselling

__Instructional

__Supervision of other staff

__Other (Please state)

6. What is your highest level of education?

__High School _____Grade

__Community College _____Years

The proportions in the camp size categories were similar, 49.7 percent of the sample worked at a large camp and 50.3 percent worked at a small camp. A camp was deemed large if it employed sixty or more people for the summer operation. The camp type variable was not distributed as evenly as the previous variable. The majority of the sample, 47.1 percent, worked at church camps, 27.4 worked at agency operated camps, and 25.5 percent worked at privately owned camps.

The distribution of respondents by personal demographic variables of education and sex are presented in Table 4. Males account for 42.7 percent of the sample, and females for 57.3 percent.

Table 4
Distribution of Sample by Personal Demographic Variables

Characteristic	Category	Number of respondents	Percent of total
Sex	Male	67	42.7
	Female	90	57.3
Education	High school	105	66.83
	Post secondary	47	29.99
	Other	5	3.18

The education variable originally classified respondents into four categories. For the purposes of this analysis, community college and university students were grouped together as post-secondary. The category 'other' was dropped from further analysis because of the very small number (five) of respondents in this category. The breakdown of the sample into educational categories is consistent with the average age of the sample. Close to two thirds of the staff members in the sample were in or had just finished high school.

___University ____Years
___Other (Please state) _____

SECTION II

The following are statements which describe summer camp staff members. Please think about each statement and indicate the extent to which it describes your job by circling one of the numbers on the scale.

Strongly Disagree 1 2 3 4 5 Strongly Agree

1. I have enough time to complete my work.
2. I feel certain about how much authority I have.
3. I perform tasks which are too easy or too boring.
4. My job has clear goals and objectives.
5. I have to do things that I think should be done differently.
6. The lack of policies and guidelines makes my job easier.
7. I am able to carry out my duties the same regardless of the group I am with.
8. I am corrected or rewarded when I really don't expect it.
9. I work under policies (camp rules) and regulations that are not compatable.
10. I know that I have divided my time properly to do my job.

Table 5 contains data on three camping experience variables and the age variable. It also indicates the range, mean, and standard deviation for each item.

Table 5

Distribution of Sample by Camping Experience and Age

Demographic Variable	Minimum	Maximum	Mean	Std. Dev.
Number of seasons as camp staff member	1	18	3.76	6.25
Number of seasons as staff at present camp	1	18	2.49	2.40
Number of seasons at present camp	1	17	5.15	4.00
Age	16	44	19.59	4.37

The range for both number of seasons as a staff member and number of seasons as a staff member at present camp is 17 years. The mean for the number of seasons as a staff member indicates that respondents generally had a camp staff

career of almost four summers. The mean number of seasons that staff were at their present camp is 2.49 years, which indicates that respondents generally spent their camp staff career at more than one camp. The mean for number of seasons at the present camp in any capacity, that is as a camper, counsellor-in-training, or staff member, is 3.15 seasons. Staff from this sample were generally involved with their present camp prior to becoming a staff member.

The range for the age variable is 28 years. The majority of staff belonged to the younger end of the range, 16 to 44 years of age. The mean is 19.59, with a standard deviation of only 4.37, which indicates that the majority of the respondents were at the lower end of the range.

Response Summaries

Summaries of the means and standard deviations of the responses to the role conflict and role ambiguity items are presented in Table 6 and Table 7. These tables provide the mean response and the standard deviation for the entire sample. The items are listed in order from the highest mean to the lowest mean. (Distributions of responses across categories are presented in appendices H and I.)

In terms of role conflict (table 6), the responses do not indicate that perceived role conflict is extremely high. The items "I work with two or more groups that do things quite differently" and "I have to do things that I think should be done differently" displayed the highest levels of role conflict, with mean scores of 3.12 and 3.06 respectively. The items displaying the lowest levels of role conflict were "I receive assignments that are within my training and capabilities" and "I do work which suites my values" with means of 1.64 and 1.84 respectively. The standard deviations are consistent across the items.

The responses to the role ambiguity items are summarized in Table 7. The items "I have to learn in order to perform my duties" and "I know exactly how

11. I receive assignments without getting enough help to complete them
12. I know what my responsibilities are
13. I have to ignore a rule or policy in order to carry out my responsibilities
14. I have to learn as I do in order to perform my duties
15. I receive assignments that are within my training and capabilities
16. I know exactly how I will be evaluated for a raise or promotion
17. I have just the right amount of work to do
18. I work with two or more groups which do things quite differently
19. I know exactly what is expected of me
20. I receive incompatable requests from two or more people
21. I am not sure as to how my job is linked to the rest of the work in camp
22. I do things that are likely to be accepted by one person but not by others
23. I am told how well I am doing in my job.

1 2 3 4 5

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Table 6

Mean and Standard Deviation of Responses to Role Conflict Items

Item	Mean	Std Dev
I receive assignments without resources or materials to complete them.		
I work with two or more groups that do things quite differently	3.12	1.38
Explanations about what I am to do are clear.		
I have to do things that I think should be done differently	3.06	1.20
I work on things that are unnecessary.		
I have just the right amount of work to do	2.85	1.11
I have to work with instructions and guidelines which are not clear.		
I am able to act the same regardless of the group I am with	2.75	1.38
I do things that are likely to be accepted by one person but not another	2.71	1.28
I do work which suits my values.		
I perform tasks which are too easy or too boring	2.45	1.08
I do not know if my work will be acceptable to my supervisor.		
I receive incompatible requests from two or more people	2.40	1.13
I receive assignments without getting enough time to complete them	2.29	1.15
I receive assignments without the resources or materials to complete them	2.27	1.17
I work on things that are unnecessary	2.17	0.99
I work under policies (camp rules) and regulations that are not compatible	2.16	1.10
I have to ignore a rule or policy in order to carry out my responsibilities	2.00	1.02
I have enough time to complete my work	1.94	0.86
I do work which suits my values	1.84	1.02
I receive assignments that are within my training and capabilities	1.64	0.91

The calculation of the mean reflects the coding of the response categories such that 1 equals low role conflict and 5 equals high role conflict.

SECTION III

The statements which follow identify various aspects of the work of a summer camp staff member. Please circle one of the following numbers to indicate your present level of satisfaction according to the following scale:

Very Dissatisfied 1 2 3 4 5 Very Satisfied

How satisfied are you with

1. the nature of your responsibilities.
   1 2 3 4 5
2. the working relationship with your supervisor.
   1 2 3 4 5
3. the working relationship with other staff.
   1 2 3 4 5
4. the amount of freedom I have to define my job.
   1 2 3 4 5
5. the over-all summer camp experience.

Table 7

Means and Standard Deviations of Responses to Role Ambiguity Items

Item	Mean	Std Dev
I have to learn in order to perform my duties	3.41	1.24
I know exactly how I will be evaluated for a raise or promotion	3.17	1.25
I am corrected or rewarded when I really don't expect it	2.81	1.15
I am told how well I am doing in my job	2.56	1.25
I have to work with instructions or guidelines which are not clear	2.33	1.08
Explanations about what I am to do are clear	2.29	1.06
The lack of policies and guidelines makes my job easier	2.28	1.11
I do not know if my work will be acceptable to my supervisor	2.23	1.22
My job has clear goals and objectives	2.14	1.07
I feel certain about how much authority I have	2.13	0.95
I know that I have divided my time properly to do my job	2.13	0.88
I know exactly what is expected of me	2.13	1.08
I'm not sure as to how my job is linked to the rest of the work in camp	2.05	1.39
I know what my responsibilities are	1.61	0.82

The calculation of the mean reflects the coding of the response categories such that 1 equals low role ambiguity and 5 equals high role ambiguity.

SECTION IV

1. As is likely the case for any form of employment, working at a summer camp may create stress for staff members. Please indicate by circling one of the numbers on the scale below how much job-related stress you have experienced.

Very Limited Stress 1 2 3 4 5 A Considerable Amount of Stress

2. Regardless of the actual amount of stress you experienced, please identify four aspects of your work which to consider to be the greatest sources of stress.

a. _____

b. _____

c. _____

d. _____

3. One can experience more or less stress at different times in the summer. Please indicate the extent to which you feel your level of stress has fluctuated over the summer.

Very Little Variation 1 2 3 4 5 A Great Deal of Variation

4. What are the four most stressful periods of time that you experienced during the summer.

a. _____

b. _____

c. _____

d. _____

5. Please indicate to what extent the stress you have experienced has had an effect on your performance as a summer camp staff member.

Very Limited 1 2 3 4 5 To a Great Extent

6. Please indicate the four most significant ways that stress has affected your work.

a. _____

b. _____

c. _____

I will be evaluated" indicated the highest levels of role ambiguity with means of 3.41 and 3.17 respectively. The lowest levels of role ambiguity appeared in the items "I know what my responsibilities are" and "I am not sure how my job is 7. Please explain the four most important ways you have attempted to cope with the stress (regardless of the level of success) associated with your job. The means for these items are 1.61 and 2.05 respectively.

Table 8 presents a summary of responses to the five job satisfaction items. The mean scores are all high, with "overall summer camp experience" having a mean score of 4.40, and "amount of freedom to define my job" as the lowest mean score, at 3.94. The low standard deviations indicate that the responses were consistent for these items. Appendix J provides a summary of job satisfaction responses across the items.

Thank you for participating in this study.

Table 8
Means and Standard Deviations of Responses to Job Satisfaction Items

Satisfaction Item	Mean	Std Dev
Overall summer camp experience	4.40	0.78
Working relationship with staff	4.21	0.87
Nature of responsibilities	4.08	0.83
Working relationship with supervisor	3.98	1.04
Amount of freedom to define job	3.94	1.08

The responses to the three job stress items are summarized in Table 9. The "amount of fluctuation in job stress" was the measure indicating the highest amount of reported stress, with a mean of 3.53. The reported "amount of effect it has on my performance" was lower, with a mean of 2.65. The reported "amount

Table 9

Means and Standard Deviations of Responses to Job Stress Items

Stress Item	Mean	Std Dev
Fluctuation in job stress over summer	3.53	1.16
Amount of job stress experienced	3.33	1.01
Effectiveness in dealing with stress	2.65	1.13

Appendix C

Response Form for Camp Directors Regarding Participation in the Study

SOURCES OF ROLE CONFLICT AND ROLE AMBIGUITY IN SUMMER CAMP STAFF

Please indicate your intentions and return this page as soon as possible.

1. ___I am interested in having Camp _____ participate in the "Sources of Role Conflict and Role Ambiguity in Summer Camp Staff" study.

Contact person _____

2. ___As a participant, I would like to see an outline of the study and questionnaire.

*Participants can expect to be contacted by the researcher in late May, and will be asked to supply scores suggesting their perceptions of the stress experienced by individual staff members position.

3. ___I am interested in having Camp _____ participate in the "Sources of Role Conflict and Role Ambiguity in Summer Camp Staff" study.

Role Conflict, Role Ambiguity, and Job Satisfaction Scores

Please return this page in the envelope provided *as soon as possible* to assist in the successful completion of this study. Thank you for your help.

Joe Pavelka
Research Director

Please note: I may be reached at 403-439-3756 (evenings) before May 20, and at 416-487-0438 after May 28.

May 5, 1988

Table 10
Summary of Responses to Overall Role Conflict,
Role Ambiguity, and Job Satisfaction Scores

Score	N	Minimum	Maximum	Mean	Std. Dev.
Total Role Conflict	157	18	57	35.73	7.80
Total Role Ambiguity	156	18	52	33.31	7.18
Total Job Satisfaction	157	11	25	20.64	3.11

The possible range for the role ambiguity score was 14 to 70, with an actual reported range of between 18 and 57. The mean and standard deviation were very similar to role conflict, at 33.31 and 7.18, respectively.

With only five items, the possible range for the overall job satisfaction score was smaller, from 5 to 25. The actual reported range was from 11 to 25, with a mean of 20.64 and a standard deviation of 3.11. This is consistent with the individual job satisfaction items in Table 9 which suggested that job satisfaction in the sample was high. Table 10 indicates that staff were generally quite satisfied with their work but that they did experience some role conflict and role ambiguity.

Demographic Variables with Role Conflict and Role Ambiguity

The second objective of the study was to determine whether role conflict and role ambiguity are associated with personal and job related demographic variables. Tables 11 through 18 present the results of this analysis. Tables 15 through 18 contain results which were not statistically significant. These results

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Appendix D
Letter of Approval from the
Ontario Camping Association President

ONTARIO CAMPING ASSOCIATION SUITE 2, 1806 AVENUE ROAD, TORONTO, ONT. M5M 3Z1 781-0525

April 21, 1988

Dear OCA Member:

This letter confirms that the Ontario Camping Association is [illegible] and endorses Joe Pavelka's study on "Sources of Role Conflict and Role Ambiguity Among Ontario Summer Camp Staff."

Following completion of the study, a copy of the report will be [illegible] to the OCA Library and Archives.

[illegible] your thesis project during this busy time.

Sincerely,

Jan MacKeracher

President

Ontario Camping Association

JM:cs

A SECTION OF THE CANADIAN [illegible]

are discussed however since the absence of a particular relationship or pattern may be just as informative as the presence of one.

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Table 11
Results of t-tests Between Personal and Job Related Demographic Characteristics for Total Role Conflict Score

Characteristic	Category	Mean	t value	p value
Camper before staff			0.687	0.493
	Yes (N=81)	36.14		
	No (N=74)	35.28		
Counsellor in training before staff			1.380	0.170
	Yes (N=71)	36.67		
	No (N=84)	34.95		
Sex			3.694	0.000*
	Male (N=67)	38.29		
	Female (N=90)	33.82		
Camp Size			0.492	0.623
	Large (N=78)	35.42		
	Small (N=79)	36.03		
Education			0.882	0.379
	High school (N=105)	36.08		
	Post Secondary (N=47)	34.87		

*Significant at the 0.05 level

The results of t-tests of total role conflict score with personal and job related demographic variables are presented in Table 11. According to these results, having a camper before staff member, being a counsellor-in-training before becoming a staff member or sex all significantly affect the level of role conflict experienced by camp staff. All other demographic variables are not significantly related to role conflict.

Appendix E

Instructions to Questionnaire Administrators

Joe Pavelka
48 Delhi Avenue
Toronto, Ontario
M5M 3B7

June 10, 1988

Dear,

The purpose of this letter is to explain the exact process by which the questionnaire (Sources of Role Conflict and Role Ambiguity in Summer Camp Staff) is to be administered.

The "questionnaire administrator" will receive in the mail a package of questionnaires, envelopes, list of staff to complete the questionnaire, separate envelope for interview responses, and a large envelope for the return of the questionnaires. Each item will be marked accordingly.

The administrator will then find a time in which all, or most of the respondents can be present in one area to complete the questionnaire. The completion of the questionnaire will not require more than 25 minutes so perhaps an appropriate itme may be after dinner or during rest hour. It is important that the questionnaires all be filled out at the one time.

Once the staff have been gathered, the administrator will ask them to complete the questionnaire. They are under no obligation to do so therefore coersion should be avoided, but please encourage them to take part in the study.

Once they are ready, the administrator will explain the nature of the study as outlined in the cover letter. Please remeind the respondents to place the completed questionnaire in the envelope and seal the envelope themselves. The interview response forms are to be collected separately, placed in the appropriately marked envelope and returned along with the larger envelope containing the questionnaires.

Once all of the completed questionnaires and interview response forms have been collected, please return the materials in the large self addressed stamped envelope provided. When the envelope has been mailed your part in the study is over.

Thank you very much. If you have any questions please feel free to call (416) 487-0438.

All questionnaires above will be concluded in the fourth week of regular camp and reminded of the questionnaire.

Sincerely,

ing a staff member, the size of the camp in which an individual is working, and the individuals level of education did not differentiate respondents by the amount of role conflict experienced. Only the sex of the respondents differentiated the amount of role conflict reported. Male staff experienced a significantly higher level of role conflict than did female staff. In order to explore this result further, the individual items which showed significant results were explored. Results are presented in Table 12.

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Joe Pavelka
Research Director

Two significant role conflict items pertained to the type of organizational dysfunction known as person-role conflict. The items "I have to do things that I think should be done differently" and "I do work that suits my values" both are related to conflict between the individual and the role they occupied. Males scored significantly higher on both of these items.

The type of role conflict know as conflicting expectations is represented in two significant responses. The items "I work under policies and regulations that are not compatible," "I have to ignore a rule or policy in order to carry out my duties," both reflect conflicting expectations between the organization and the individual. Male staff had significantly higher levels of role conflict in all three responses, indicating that male staff experience more difficulty in working within the policies and regulations of the summer camp.

The form of role conflict know as intra-sender role conflict is represented in one significant response. The item "I receive incompatible requests from two or more people" indicates that a situations exists where an individual is in conflict with two or more supervisors or colleagues, and it usually concerns the completion of role tasks. Male staff scored significantly higher for this item than did female staff.

Table 12

Results of Significant t-tests of Responses to
Role Conflict and Role Ambiguity Items by the Sex of Staff Member

Questions	Mean Male Response (N=67)	Mean Female Response (N=90)	t value	p value
I have to do things I think should be done differently (RC)	3.31	2.87	2.276	0.024*
I work under policies and camp rules that are not compatible (RC)	2.43	1.96	2.686	0.008*
I have to ignore a rule or policy in order to carry out my duties (RC)	2.35	1.74	3.91	0.000*
I have just the right amount of work to do (RC)	3.08	2.68	2.274	0.024*
I receive incompatible requests from two or more people (RC)	2.70	2.18	2.871	0.005*
I have to work with instruction that are not clear (RA)	2.53	2.18	2.015	0.046*
I do work that suits my values (RC)	2.07	1.67	2.449	0.015*
I do not know if my work will be acceptable to my supervisors (RA)	2.47	2.05	2.179	0.031*

*Significant at the point 0.05 level
RC=Role Conflict, RA=Role Ambiguity

Appendix F

Letter to be Read to Respondents
Prior to Administration of the Questionnaire

Camp Wabikon
Temagami, Ontario
P0H 2H0

Dear,

This letter is designed to guide you through the administration of the questionnaire. Please explain or read the following to the staff (respondents) completing the questionnaire just prior to the actual administration of the questionnaire.

This study is being conducted by Joe Pavelka, a graduate student in the Department of Recreation and Leisure Studies at the University of Alberta. The purpose of this study is to attempt to locate sources of job related stress as experienced by summer camp staff while at camp. The results of this study will hopefully benefit organized camping throughout Canada.

You can participate in this study by completing the questionnaire you have before you. This study may only be successful if you answer the questions honestly and accurately.

Please complete the entire quesionnaire in the time you have been alloted, do not take the questionnaire back to your cabin to complete it later. Once you have completed the questionnaire place it in the envelope provided and seal it. The questionnaire administrator will collect all questionnaires and return them to the researcher. The interview forms will be collected separately and submitted in a different envelope so as to ensure that all responses remain anonymous.

All responses will remain confidential and anonymous. The data collected for this study will be used for the statistical analysis of the "Sources of Role Conflict and Role Ambiguity in Summer Camp Staff" study only.

Thank you very much for your participation in this study.

Sincerely,

Joe Pavelka

Table 13
Results of t-tests Between Personal and Job
Related Demographic Characteristics and Total Role Ambiguity Score
Appendix G

Demographic Variable	Interview Response Form Category	Mean	t value	p value
Camper before staff			0.213	0.832
	Yes (N=81)	33.13		
	No (N=75)	33.18		
Counsellor in training before staff			0.066	0.494
	Yes (N=71)	33.04		
	No (N=85)	32.95		
Sex			1.866	0.356
	Male (N=66)	34.07		
	Female (N=90)	32.75		
Camp Size			−3.008	0.003*
	Large (N=75)	31.62		
	Small (N=78)	35.00		
Education			1.406	0.162
	High school (N=105)	33.89		
	Post Secondary (N=47)	32.12		

*Significant at the 0.05 level.

While overall role ambiguity was not significantly related to the sex of the staff member (table 13), there were two specific role ambiguity items which on their own were related to sex. These are included in Table 12. The two role ambiguity items which indicate that male staff experience significantly more role ambiguity both pertain to the receiving of information which is required to initiate and

"SOURCES OF ROLE CONFLICT AND ROLE AMBIGUITY IN SUMMER CAMP STAFF"

This comments on this questionnaire serve to give the researcher a good over-all picture of the sources of job related stress at camp. However, by conducting personal interviews one can add another critical dimension to the results. If you live in the Toronto area and would like to participate in a personal interview at the completion of the summer please indicate by checking one of the spaces below.

Yes, ___ I would like to participate in a personal interview and the completion of this summer.

No, ___ I would not like to participate in a personal interview at the completion of this summer.

If you are interested, please fill in the following so that the researcer may contact you and arrange for a suitable time for the interview.

Name_____

Name of Camp_____

Home Phone Number_____

Home Address_____

You will be contacted by the researcher before you leave camp to arrange for a suitable time. Thank you for your interest and assistance.

Sincerely,

Joe Pavelka
Research Director

Table 14
Results of Significant t-tests of Responses to
Role Ambiguity Items by Camp Size

Appendix H
Summary of Responses to Role Conflict Questions

Question Number	Questions	1	2	Mean Large Camp Response (N=78) 3	4	Mean Small Camp Response (N=79) 5	t value Mean	Std Dev	p value
1	I feel certain about how much authority I have	0	5.7	17.2	43.3	33.8	1.94	.86	
3		20.4	34.4	28.7	12.1	4.5	2.45	1.08	
5		13.2	25.2	24.8	26.8	12.7	3.06	1.20	
7		12.7	22.3	17.2	22.9	24.8	2.75	1.38	
				1.91		2.35	−2.988		0.003*
9	My job has clear goals and objectives	35	29.9	19.7	14.0	1.3	2.16	1.10	
11		31.2	29.3	21.7	4.6	3.2	2.29	1.15	
13		10.1	29.9	19.1	10.8	0	2.00	1.02	
15		5.2	1.9	5.1	35.7	54.1	1.64	0.91	
				1.94		2.34	−2.341		0.021*
17	I know what my responsibilities are	7.0	22.9	29.9	29.3	10.8	2.85	1.11	
19		15.4	25.5	21.7	14.6	24.8	3.12	1.38	
20		24.5	32.5	23.6	15.3	3.8	2.40	1.13	
				1.38		1.83	−3.564		0.001*
22	I know exactly what is expected of me	18.5	33.1	17.8	19.7	10.8	2.71	1.28	
24		31.2	31.8	21.0	10.2	5.7	2.27	1.17	
26		27.4	39.5	22.9	8.3	1.9	2.17	.99	
28		3.2	4.5	12.7	33.1	46.5	1.84	1.02	
				1.84		2.41	−3.425		0.001*

The calculation of the mean reflects the recoding of the response items such that 1.0 equals low role conflict and 5.0 equals high role conflict.

I know exactly how I will be evaluated for a raise or promotion	2.93	3.41	−2.416	0.017*

*Significant at the point 0.05 level.

maintain proper role behavior. These items are "I have to work with instructions which are not clear," and "I do not know if my work will be acceptable to my supervisors". Since it is unlikely that male staff are deprived of critical information regarding their role as staff members, this may be related to the greater role conflict experienced.

Table 13 presents the results of t-tests of differences in total role ambiguity score bases on the same personal and job related demographic variables. In this case, there was no significant difference between the total role ambiguity

score and the sex or education level of staff members. or between those who had been counsellors-in-training or campers before staff and those who had not. The significant demographic variable with respect to total role ambiguity was the size of the camp. Staff from smaller camps experience significantly more role ambiguity than do staff in larger camps. This relationship is explored in greater detail in Table 14, which presents those role ambiguity items that were themselves significantly related to camp size.

Appendix I

Summary of Responses to Role Ambiguity Questions

Question Number	1	2	3	4	5	Mean	Std Dev
2	1.3	7.6	22.3	40.8	28.0	3.82	0.95
4	3.2	8.3	21.0	35.0	32.5	2.14	1.07
6	29.9	29.9	25.5	11.5	3.2	2.98	1.15
8	14.6	25.5	31.2	21.0	7.6	2.81	1.15
10	1.9	3.2	24.8	46.5	23.6	2.13	0.88
12	0.6	3.8	6.4	34.4	54.8	1.61	0.82
14	8.3	17.2	21.7	30.6	22.3	3.18	1.30
16	17.3	25.6	23.7	23.7	9.6	3.17	1.25
19	3.8	8.3	17.8	37.6	32.5	2.19	1.08
21	53.5	17.8	8.9	9.6	10.2	2.05	1.39
23	8.9	17.8	14.6	38.8	20.4	2.56	1.25
25	2.5	12.7	21.7	38.2	24.8	2.29	1.06
27	22.9	40.8	19.7	12.7	3.8	2.09	1.08
29	35.0	30.6	15.3	14.0	5.1	2.23	1.22

The calculation of the mean reflects the recoding of the response items such that 1.0 equals low role ambiguity and 5.0 equals high role ambiguity.

The first four significant responses presented in Table 14 pertain to a specific type of role ambiguity. This form of role ambiguity concerns the lack of clarity of behavioral requirements in terms of inputs and outputs from the environment which guides behavior and provides knowledge so as to allow the individual to initiate and maintain acceptable behavior. The form of role ambiguity known as the predictability of outcomes is represented in the last response.

The final response in Table 14, "I know exactly how I will be evaluated for a raise or promotion" would appear to indicate that performance related feedback is lacking in smaller camps. However, the item appears to address a situation that occurs before any performance feedback is necessary. It pertains to the performance standards established by camp management that should be communicated to the staff at the start of their employment period.

Appendix J

Summary of Responses to Job Satisfaction Questions

Question	1	2	3	4	5	Mean	Std Dev
Nature of Responsibilities	0.6	5.1	10.8	51.6	31.8	4.08	0.83
Relationship with Supervisor	1.9	7.0	21.7	29.3	40.1	3.98	1.00
Relationship with Staff	1.3	3.8	10.2	41.4	43.3	4.21	0.87
Freedom to Define Job	1.3	12.7	14.0	32.8	38.2	3.94	1.08
Overall Summer Experience	3.2	8.3	33.8	54.8		4.40	0.78

The results of correlations between camping experience and age variables with the total role conflict score are presented in Table 15. There were no significant results in this table. It appears that camping experience and age do not relate significantly to the level of role conflict experienced.

The variables of job title, type of work, and type of camp are not associated with the level of role conflict experienced by camp staff. Table 16 presents the results of this Analysis of Variance.

Appendix K

Summary of Responses to Job Stress Items

Table 15

Results of Correlations Between Camping Experience and Age With Total Role Conflict Score

Question	1	2	3	4	5	Mean	Std Dev
Amount of job stress experienced	5.1	14.6	31.2	39.5	9.6	33.3	1.01
Fluctuation in job stress over the summer	5.8	14.7	21.8	35.9	21.8	3.53	1.16
Effect on performance	17.8	29.9	24.2	24.8	3.2	2.65	1.13

Demographic Variable	r value	p value
Total years as camp staff	0.015	0.852
Total years as staff at present Camp	−0.011	0.888
Total years at present camp any capacity	0.011	0.896
Age	−0.030	0.714

The investigation of the relationship between camping experience (total years as a staff member, total years as staff at present camp, total years at present camp in any capacity) and age with total role ambiguity score revealed no significant correlations. The results of these correlations are presented in Table 17. Likewise, no significant difference was found among the different job title, type of work, and camp type categories. For these results see Table 18.

Demographic Variables With Job Satisfaction and Job Stress

The third objective of this study was to determine if personal and job related demographic variables were associated with the levels of job satisfaction and job stress experienced by summer camp staff.

Correlation analysis of camping experience and age, with total job satisfaction yielded one significant result. The results in Table 19 indicate that the total number of seasons a staff member worked at the same camp was positively correlated with job satisfaction. The variables of total years as a staff at any camp and

Table 16
Results of ANOVA for Job Title, Type of Work, and Camp Type for Total Role Conflict Score

Demographic Variable	Category	Mean	F ratio	p value
Job title			0.680	0.607
	Grand mean (N=156)	35.71		
	Counsellor (N=80)	36.56		
	Instructor (N=25)	35.36		
	Activity head (N=17)	33.41		
	Section head (N=20)	35.30		
	Resource staff (N=14)	34.79		
Type of Work			1.139	0.312
	Grand mean (N=152)	35.75		
	Cabin counsellor (N=78)	36.58		
	Instructional (N=36)	34.17		
	Supervisory (N=38)	35.55		
Camp Type			1.302	0.275
	Grand Mean (N=157)	35.73		
	Private (N=40)	35.28		
	Agency (N=43)	34.42		
	Church (N=74)	36.74		

total years at present camp in any capacity (camper, C.I.T., or staff) did not prove to be significant factors in determining overall level of job satisfaction.

Table 20 presents the results of correlations between the responses to job satisfaction items and the number of years worked at the present camp. The

Appendix J

Copyright Permission Letter

December 12, 1989

Permission Department
John Wiley & Sons Canada Limited
22 Worcester Rd.
Rexdale, Ontario
M9W 1L1

Dear Madam or Sir,

I am writing to ask permission to use a copy of a model diagram from one of your publications for inclusion in my Master's thesis. My thesis research involved the application of the Role Episode Model to the study of job stress in summer camp staff, and I discuss and cite this model in detail. The John Wiley and Sons publication involved is The Social Psychology of Organizations, by Daniel Katz and Robert L. Kahn, 1978. The diagram of the Role Episode Mode will be included, with full citation, in the thesis, which is not being published or sold.

I look forward to hearing from you.

Sincerely,

Joseph P. Pavelka